Study of the Effectiveness of the Non-Formal Education Programme in Bihar, Haryana and Rajasthan

A

Research Report

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CONTENTS

Foreword

Preface

Acronyms

List of Tables

List of Figures

Chapter 1 Introduction 1

Chapter 2 Methodology 5

Chapter 3 Analysis of Qualitative Data from State Level Agency SIERT (Rajasthan) 15

Analysis of Qualitative Data from State Level Agency SIERT (Bihar) 31

Chapter 4 Analysis of Qualitative Data from District Level Agency ADNFE (Rajasthan) 44

Analysis of Qualitative Data from District Level Agency ADNFE (Bihar) 49

Chapter 5 Analysis of Qualitative Data Block Level Agency - NFE Supervisors Rajasthan 53

Chapter 6 Status Profile of NGO –Haryana 70

Status Profile of NGO – Rajasthan 81

Chapter 7 Analysis of Qualitative Data of Instructors From NFE Center (Haryana) 100

Analysis of Qualitative Data of Instructors from NFE Center (Rajasthan) 116

Chapter 8 Analysis of Qualitative Data on Rational Evaluation of Curriculum and Instructional Material (Haryana) 136

Analysis of Qualitative Data on Rational Evaluation of Curriculum and Instructional Material (Rajasthan) 144

Chapter 9 Analysis of Quantitative Data on Pupil Achievement (Haryana) 145

Analysis of Quantitative Data on pupils Achievement (Rajasthan) 167

Chapter 10 Major Findings and their Implications 187

FOREWORD

The study entitled-"Effectiveness of Non-formal Education in Bihar, Haryana and Rajasthan", was taken up as a research study of this Department for the years 1998-2000

The study was undertaken to have a systematic and holistic evaluation of different aspects of implementation of Non-formal Education programme in the States of Bihar, Haryana and Rajasthan in order to understand the ground level implementation steps and strategies adopted for success of the programme The study also probed into the problems faced by the agencies in course of programme implementation and how such problems were solved A well-designed Pupils Achievement Study of NFE learners in Mathematics, Language and Environmental Studies was a major objective of this study

The study dealing with various parameters of NFE programmes at different levels of implementation throws light on the factors that influence effectiveness of a programme and need for adopting a multi-dimensional and multi-sectorial approach in implementation of educational programme at the field level

Dr (Mrs) Shukla Bhattacharya, Professor in Department was the Principal Investigator of this research study This massive and intricate study comprising elaborate data management and analysis needed meticulous preplanning and methodical execution of work at hand It also needed excellent communication with various implementing agencies at State, District and Block levels as well as with the various NGOs who are implementing the NFE programmes She took upon herself this onerous task very ably and with competence

It is hoped that findings of the study will have great significance in modifying and revising the strategies for planning, implementing, monitoring and ultimately evaluating educational programmes in non-formal education.

Comments and suggestions regarding the study will be appreciated

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PREFACE

A research study to assess the effectiveness of any educational programme at the grassroots level has many implications. Such studies are evaluative in nature and are often ex-post-facto exercise. In the initial planning and designing of programme implementation the parameters of assessing the effectiveness are not built into the programme, thus bench mark data are hard to obtain. A large number of vital information and data are lost in course of time. However, it is worthwhile to probe into the effectiveness of a programme so as to assess its positive impact, if any, which would help in formulating future planning and modifying implementation strategies

The study entitled - "Effectiveness of Non-formal Education Programme in Bihar, Haryana and Rajasthan", was taken up keeping in mind the concerns expressed above The main objective of the study was to assess the effectiveness in terms of roles and functions of the various State level, district level and block level agencies implementing NFE programme in different states vis-à-vis their roles as envisaged in the Centrally Sponsored Scheme of Non-formal Education of MHRD The study was designed to collect, collate, process and analyse data on different parameters which are the determinants of effectiveness, viz preplanning, designing steps/strategies for implementation, at various levels, personnel involved in delivery of NFE programmes at different levels - their training status, training design, duration, content and methodology, curriculum development for NFE learners, its relevance, quality and versatile nature, instructional materials their relevance, flexibility, local-specificity and contextual nature, issue of certification and mainstreaming of NFE learners; and the most important parameter, that is, the achievement of NFE learners in Mathematics, Language and Environmental Studies.

All the above aspects of the NFE programme were studied in depth in selected districts of Bihar, Haryana and Rajasthan and a huge amount of data were collected, processed and analysed for interpretation to derive the results discussed in the report

At the very outset I would like to express my deep sense of gratitude to Prof J S Rajput, Director, NCERT for his able guidance and support throughout the conduct of the study. I am grateful to Prof. A.C. Banerjee, Head DENFAS for his kind guidance and for extending necessary facilities in the Department for carrying out work related to the study. Iam grateful to Prof. N K Ambasht, Ex-Head, DENFAS under whose leadership this study was initiated I am also thankful to my colleagues in the Department - Dr (Ms) Indu Seth, Dr (Mrs) Sarad Raj Arora, Shri Ishwar Chand, Dr (Mrs) Pushpa Mandal and Dr Purushottam Kumar for their moral support.

I must place on record my gratefulness to Prof R R Saxena Head, DEP & ES, and his colleagues Dr V K Jain, Dr O.P Arora and their staff for extending facility of Data Processing Center for data entry and data analysis of pupil achievement study

The collection, analysis and interpretation of vast amount of qualitative and quantitative data presented in the report were obtained from various State, District and Block level agencies from Government sectors and from Non-Governmental agencies implementing non-formal education programmes in Bihar, Haryana and Rajasthan. I extend my sincere gratitude to the Director, State Resource Centre, Patna, Director, State Council of Educational Research and Training, Gurgaon, Director, State Institute of Educational Research and Training, Udaipur and their associated faculty of Non-formal education for kind support and cooperation in assisting me to collect data spread over different part of these States. Officers of the state agencies were very helpful to me for obtaining quality data I am also grateful to different NGOs implementing to Non-formal education programme who were kind enough to extend all possible help in administration of Pupil Achievement Tests in their respective NFE Centres

My thanks are also due to Junior Project Fellows, Mrs. Parachi Kaushik, Mrs Manju Khurana and Miss Anjana Kaylani, who were associated from the initial stage of the study and have contributed to the development and try out of tools, administration of tests, and collection of field level data Mrs Prachi Kaushik also assisted me in scoring test and consolidating data and in preparing draft Mr Dipti Ranjan Mahapatra, JPF, worked in this project from October to March He assisted in analysis of data on pupil achievement study

Computer typing of the report was a tedious and meticulous job I was assisted by daily wages Stenos from time to time It is difficult to acknowledge each of them by name Sh Subhash Sharma daily wages Steno did the final computer typing of the report and Shri Ganesh Singh Rawat prepared the Graphs Shri O P Dhyani, LDC was helpful in initiating these Stenos in computer typing

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ACRONYMS

ADNFE	:	Assistant Director Non-Formal Education
DENFAS	:	Department of Education in Non-Formal and Alternative Schooling; NCERT
DESDP	:	Department of Educational Survey and Data Processing
DIET	:	District Institute of Education and Training
Distt	:	District
EVS	:	Environmental Studies
GO	:	Government Organizations
HAR.	:	Haryana
MLL	:	Minimum Level of Learning
MHRD	:	Ministry of Human Resource Development
NCERT	:	National Council of Educational Research and Training
NFE	:	Non-Formal Education
NGO	:	Non-Governmental Organizations
PAT	:	Pupil Achievement Test
Raj.	:	Rajasthan
SCERT	:	State Council of Educational Research and Training
SIERT	:	State Institute of Educational Research and Training
SRC	:	State Resource Centre
SC	:	Scheduled Caste
ST	:	Scheduled Tribe

of Quantitative Data i

f Posts Sanctioned and

d Responsibilities of NF

given to SCERTs, NFE
ion like NCERT and O

aching-Learning Mater
ist Five Year Plan

Programme for NFE Fu

n

osition of NFE Unit of

Qualification of the F

Status of NFE Faculty

d Responsibilities of N

n Teaching-Learning M

Chapter 4 **Analysis of Qualitative Data from District Level Agency ADNFE Rajasthan and Haryana**

Chapter 5 **Analysis of Qualitative Data Block Level Agency - NFE Supervisors Rajasthan**

Table 5 1 R Educational Qualification, Professional Training and experiences of Supervisors

Table 5 2 R Information about NFE Centers

Table 5 3 R Frequency of Supervision

Table 5.4 R Purpose of Supervision

Table 5.5 R Preference Given to Aim of Supervision (Weightage)

Table 5 6 R Responsible of Supervisors in Order of Priority

Table 5 7 R Academic Guidance and Professional Capabilities of Instructors

Table 5 8 R Role of Supervisors in Distribution of Curricular Materials

Table 5 9 R Methods Adopted by the Supervisors to Denote the Progress of the NFE Center

Table 5 10 R Organization of the Training Programme for Instructors and the Duration

Table 5 11 R Motivation Levels of the Instructors

Table 5 12 R Innovative Teaching Method Adopted by Instructors

Table 5 13 R Knowledge of Instructors on Various Components of the Curriculum

Table 5 14 R Training Status of Supervisors

Chapter 6 **Status Profile of NGO**

Haryana

Table 6 1 H Quantum of Grants Received from MHRD by Lucky Education Society

Table 6 2 H Instructional Material used in NFE Centers

Table 6 3 H Number of Children Enrolled in NFE Centers from 1994-99

Table 6 4 H Physical and Academic Facilities of NFE Centers

Table 6 5 H Number of Days and Hours of Instruction Per Day

Table 6 6 H Number of Instructors and their Education Qualification

Table 6 7 H Training Status of Instructors

Table 6 8 H Content of Training Package

Table 6 9 H Curricular Activities Undertaken at NFE Centers

Table 6 10 H NFE Learners Passed in the Last Five Years

Table 6 11 H Evaluation of the Achievement of the NFE learners

Table 6 12 H Measures of Achievement and Year Wise Achievement of NFE Learners

Rajasthan

Table 6 1(a) R Quantum of Grants Received from MHRD by Raj Bal Kalyan Samity

Table 6 1 (b) R Quantum of Grants Received from Rajasthan Mahila Vidyalaya

Table 6.1 (c) R Quantum of Grants Received from MHRD by Raj Loksikhsan Paristhan

Table 6 2 R Number of Children Enrolled in NFE Centers for the Year 1994-99(NGO 1,2 and 3)

Table 6 3 R Physical and Academic Facilities in NFE Centers

Table 6 4 R Number of Working Days in a Week and Hours of Instruction Per Day

Table 6 5 R Numbers of Instructors and their Educational Qualification

Table 6 6 R Training Status of Instructors

Table 6 7 R Content of Training Package

Table 6.8 R Co- Curricular Activities Undertaken at NFE Centers

Table 6.9 R Number of NFE Learners who Passed Block Level Common Examination

Table 6 10 R Evaluation of Learning Achievement

Table 6 11 R Procedure of Achievement and Year Wise Achievement of NFE Learners

Chapter 7 **Analysis of Qualitative Data of Instructors from NFE Centers**
Haryana

Table 7 1 H Sex wise Distribution and Educational Qualification of Instructors

Table 7 2 H Teaching Experience of Instructors

Table 7 3 H Training Status of Instructors

Table 7 4 H Agencies Responsible for Training

Table 7 8 H Source of Financial Assistance

Table 7 9 H Types of Instructional Materials

Table 7 10 H Supplementary Instructional Materials used by Instructors/ Children

Table 7 11 H Effectiveness of Instructional Materials

Table 7 12 H	Suggestions Given to Project Officer and other Agencies Regarding Effectiveness of Instructional Materials
Table 7 13 H	Special Instructions to the Children According to their Special needs
Table 7 14 H	Teaching Method Adopted by the Instructors
Table 7 15 H	Frequency of Responses of Instructors Related to Purpose of Evaluation
Table 7 16 H	Evaluation System (Frequency)
Table 7 17 H	Types of Test used for Evaluation
Table 7 20 H	Reaction of Parents towards NFE Center
Table 7 21 H	Reaction of Children
Table 7 22 (a) H	Children Related Problems
Table 7 22 (b) H	Parents/ Community Related Problems
Table 7 23 (c) H	Opinion of Instructors about the Effectiveness of NFE Programme
	Rajasthan
Table 7 1 R	Sex wise Distribution and Educational Qualification of Instructors
Table 7 2 R	Teaching Experience of Instructors
Table 7 3 R	Training Status of Instructors
Table 7 4 R	Agencies Responsible for Training
Table 7.8 R	Source of Financial Assistance
Table 7 9 R	Types of Instructional Materials
Table 7 10 R	Source of Instructional Materials
Table 7 11 R	Supplementary Instructional Materials

Table 7 12 R Effectiveness of Instructional Materials

Table 7 13 R Suggestion Given to Project Officer and other Agencies Regarding Effectiveness of Instructional Materials

Table 7.14 R Special Instructions to the Children According to their Special Needs.

Table 7 15 R Teaching Method Adopted by the Instructors

Table 7 16 R Shows the Frequency of Responses Related to Purpose of Evaluation

Table 7 17 R Evaluation System (Frequency)

Table 7 18 R Used for Evaluation (types of list)

Table 7 19 R Supervision of Center

Table 7 21 R Reaction of Parents towards NFE Center

Table 7 22 R Reaction of Children

Table 7 23 (a) R Children Related Problems

Table 7 23 (b) R Parents/ Community Related Problems

Table 7 23 (c) R Administrative Problems Faced by Instructors

Table 7 24 R Opinion of Instructors about the Effectiveness of NFE Programme

Chapter 8 **Analysis of Qualitative Data on Rational Evaluation of Curriculum and Instructional Materials**

Chapter 9 **Analysis of Quantitative Data on Pupils Achievement Haryana**

Table 9 1 H Gender wise Distribution of Class V NFE Learners

Table 9 2 H Pupil Achievement Test (PAT) Score Mathematics

Table 9 3 H PAT Score in Mathematics (Genderwise Distribution)

Table 9 4 H The Achievement Levels of Learners in Mathematics

Table 9 5 H Test for Equality of Means (95 % Confidence Level)

Table 9 6 H Achievement of Learners in Language

Table 9 7 H Comparative Performance of the Learners (Genderwise)

Table 9 8 H The Achievement Levels of Learners in Language

Table 9 9 H t-test for Equality of means (95 % Confidence Level)

Table 9 10 H The Achievement Score of Learners in Environmental Studies

Table 9 11 H Gender wise Distribution of PAT score in Environmental Studies

Table 9 12 H The Achievement Levels of Learners in Environmental Studies

Table 9 13 H t-test for Equality of means (95 % Confidence Level)

Table 9 14 H Correlation between SCTM and SCTL

Table 9 15 H Correlation between SCTM and SCTE

Table 9 16 H Correlation between SCTL and SCTE

Table 9 17 H Area of Weakness of the Learners in Four Objective Areas

Table 9 18 H Number of Learners Securing less than 50 % marks in Mathematics, Language and Environmental Studies

Table 9 19 H Competency-wise Area of Weakness of the Learners

Rajasthan

Table 9 1 R Genderwise Distributions of Class V NFE Learners

Table 9 2 R PAT Score in Mathematics

Table 7 12 R Effectiveness of Instructional Materials

Table 7 13 R Suggestion Given to Project Officer and other Agencies Regarding Effectiveness of Instructional Materials

Table 7 14 R Special Instructions to the Children According to their Special Needs

Table 7 15 R Teaching Method Adopted by the Instructors

Table 7.16 R Shows the Frequency of Responses Related to Purpose of Evaluation

Table 7.17 R Evaluation System (Frequency)

Table 7 18 R Used for Evaluation (types of list)

Table 7 19 R Supervision of Center

Table 7 21 R Reaction of Parents towards NFE Center

Table 7 22 R Reaction of Children

Table 7 23 (a) R Children Related Problems

Table 7 23 (b) R Parents/ Community Related Problems

Table 7 23 (c) R Administrative Problems Faced by Instructors

Table 7 24 R Opinion of Instructors about the Effectiveness of NFE Programme

Chapter 8 **Analysis of Qualitative Data on Rational Evaluation of Curriculum and Instructional Materials**

Chapter 9 **Analysis of Quantitative Data on Pupils Achievement Haryana**

Table 9 1 H Gender wise Distribution of Class V NFE Learners

Table 9 2 H Pupil Achievement Test (PAT) Score Mathematics

Table 9 3 H PAT Score in Mathematics (Genderwise Distribution)

Table 9 4 H	The Achievement Levels of Learners in Mathematics
Table 9 5 H	Test for Equality of Means (95 % Confidence Level)
Table 9 6 H	Achievement of Learners in Language
Table 9 7 H	Comparative Performance of the Learners (Genderwise)
Table 9 8 H	The Achievement Levels of Learners in Language
Table 9 9 H	t-test for Equality of means (95 % Confidence Level)
Table 9 10 H	The Achievement Score of Learners in Environmental Studies
Table 9 11 H	Gender wise Distribution of PAT score in Environmental Studies
Table 9 12 H	The Achievement Levels of Learners in Environmental Studies
Table 9 13 H	t-test for Equality of means (95 % Confidence Level)
Table 9 14 H	Correlation between SCTM and SCTL
Table 9 15 H	Correlation between SCTM and SCTE
Table 9.16 H	Correlation between SCTL and SCTE
Table 9 17 H	Area of Weakness of the Learners in Four Objective Areas
Table 9 18 H	Number of Learners Securing less than 50 % marks in Mathematics, Language and Environmental Studies
Table 9 19 H	Competency-wise Area of Weakness of the Learners

Rajasthan

Table 9 1 R	Genderwise Distributions of Class V NFE Learners
Table 9 2 R	PAT Score in Mathematics

Table 9 3 R PAT Score Genderwise Distribution

Table 9 4 R The Achievement Levels of Learners in Mathematics

Table 9 5 R Low and High Achievement among the Learners (x^2 – test) in Mathematics

Table 9 6 R Test for Equality of Means (95 % Confidence Level)

Table 9 7 R Shows the Achievement Score of Learners in Language

Table 9 8 R Comparative Performance of the Learners (Genderwise)

Table 9 9 R Achievement Level of Learners Language

Table 9 10 R Low and High Achievement among the Learners (x^2 – test) in Language

Table 9 11 R t-test for testing the Equality of Means (95 % Confidence Level)

Table 9 10 R The Achievement Score of the Environmental Studies Learners

Table 9 11 R Genderwise Distribution of PAT Score in Environmental Studies

Table 9 12 R Low and High Achieves in Environmental Studies (X^2 test)

Table 9 13 R Achievement Levels of Learners

Table 9 14 R t-test for Equality of means (95 % Confidence Level)

Table 9 15 R Correlation between SCTM and SCTL

Table 9 16 R Correlation between SCTM and SCTE

Table 9 17 R Correlation between SCTL and SCTE

Table 9 18 R Correlation between SCTM and SCTL

Table 9 19 R Correlation between SCTM and SCTE

Table 9 20 R Correlation between SCTL and SCTE

Table 9 21 R Number of Children securing less than 50 % marks in different Subjects

Table 9 22 R Competencies Area of Measures of the Learners

Table 9 23 R Objective- wise Area of Weakness of the Learners

Table 9 24 R Number of Children securing less than 50 % marks in different subjects

LIST OF FIGURES

Chapter 5 **Analysis of Qualitative Data Block Level Agency - NFE Supervisors Rajasthan**

5 2 (R) Information about NFE Centres
5 6 (R) Responsibilities of Supervisors
5 7 (R) Academic Guidance & Professional Capabilities of Instructors
5 8 (R) Role of Supervisor's in Distribution of Curricular Materials
5 11 (R) Motivation Levels of the Instructors

Chapter 7 **Analysis of Qualitative Data of Instructors from NFE Centre Haryana**

7 2 (H) Teaching Experience of Instructors
7 3 (H) Training Status of Instructors
7 4 (H) Agencies Responsible for Training
7 9 (H) Types of Instructional Materials
7 11 (H) Effectiveness of Instructional Materials
7 12 (H) Suggestion given to Project Officer and Other Agencies
7 13 (H) Special Instructions to the Children According to their Special Needs
7.14 (H) Teaching Methods Adopted by the Instructors
7 15 (H) Frequency of Responses of Instructors Related to Purpose of Evaluation
7 16 (H) Evaluation System (Frequency)
7 17 (H) Types of Test used for Evaluation

Rajasthan

7 2 (R) Teaching Experience of Instructors
7 4 (R) Agencies Responsible for Training
7 9 (R) Types of Instructional Materials
7 10 (R) Source of Instructional Materials
7 13 (R) Suggestions given to Project Officer and other Agencies Regarding EIM
7 14 (R) Children with Special Needs
7 15 (R) Teaching Methods
7 17 (R) Evaluation System
7 18 (R) Evaluation System (Types of Tests)
7 19 (R) Supervision Centre
7 23 A (R) Children Related Problems
7 23 B (R) Parents/Community Related Problems
7 24 (R) Opinion of Instructors about the Effectiveness of NFE Programme

Chapter 9 **Analysis of Quantitative Date on Pupil Achievement**

Haryana

9 1 (H) PAT (Math) Result
9 3 (H) PAT Score in Mathematics (Gender wise Distribution)
9 4 (H) The Achievement Levels of Learners in Mathematics
9 6 (H) Achievement of Learners in Language
9 7 (H) Comparative Performance of the Learners (Genderwise)
9 8 (H) The Achievement Levels of Learners in Language
9 12 (H) The Achievement Levels of Learners in Environmental Studies (EVS)

Rajasthan

9 2 (R) PAT (Math) Result
9 3 (R) PAT Score in Mathematics (Gender wise Distribution)

9 4 (R) The Achievement Levels of Learners in Mathematics
9 7 (R) Achievement Score of Learners in Language
9 8 (R) Comparative Performance of the Learners (Genderwise)
9 9 (R) The Achievement Levels of Learners in Language
9 12 (R) Achievement Score of Environmental Studies Learners (EVS)
9 15 (R) Achievement Levels of Learners

CHAPTER I - INTRODUCTION

Universalization of Elementary Education (UEE) is a task of highest priority in educational agenda of our country The Central and State Government are consequently making every effort to reach the goal of Universalization of Elementary Education

' Provision of free and compulsory education to all children until they complete the age of fourteen (14) years is the Directive Principle of the Constitution.' Since 1950 determined efforts have been made to achieve this goal Consequently over the years there has been very impressive increase in number of schools. Simultaneously, efforts were made to increase the enrollment of number of children in primary school Today, Universal Provision of school and Universal Enrollment of children in school have been achieved at the primary stage

'However, UEE in totality is still an elusive goal. According to Fifth All India Educational Survey (1986), 94.5% of rural population had school within a walking distance of three kilometers (3 km) Inspite of substantial increase in gross enrollment ratio dropout rate continue to be significant, retention of children in school is very low Consequently, there is considerable wastage at the primary level Therefore, National Policy on Education -1986 (Revised 1992) gave unqualified priority to UEE and introduced many innovations It stated that "enrollment by itself is of little importance if the children do not continue beyond one year, many of them not seeing the school more than a few days" Further for **the first time an educational policy admitted that it was not possible to reach all children through the formal school system. The NPE-1986 therefore, recommended that a large and systematic programme of Non-Formal Education (NFE) has to be an integral component of the strategy to achieve UEE. Towards this end NPE-86 and its Programme of Action (POA-1992) envisaged that the Non -Formal Education (NFE) would have flexibility to enable learners to learn at their own pace and their own time yet at the same time have quality comparable with the formal education**

In the VIIth Five Year Plan 1985-90 it has been stressed that the content, methods and timing of education, will have to be related and relevant to the needs of the learners It also recommended that detailed block level and school level planning is to be introduced with specific target groups.

The Government of India launched a Scheme of Non-Formal Education in 1979 to implement the Programme of Non-Formal Education (NFE) in the country. Under this scheme different states undertook programmes of Non-Formal Education both in the Government sector as well as through the Non-Governmental Organizations (NGO's)

Non-Formal Education is being developed as a major alternative to bring education within the reach of children in the age group of 6-14. In most of the states Non-Formal Education Centers have been set up to provide education to the non-enrolled children and dropouts. Education is provided in these centers at a time, which is convenient both to the children and their parents. Non-Formal Education has become an accepted alternative channel for educating children who cannot attend full time school The NFE Scheme was revised in its content and approach and emphasis in 1987-88, although its focus was on ten educationally backward States, namely, Andhra Pradesh, Arunachal Pradesh, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh, West Bengal, Haryana, Bihar, Jammu & Kashmir covering urban slums, hilly, tribal and desert areas and areas with concentration of working children and low female literacy Assistance to the extent of cent percent is provided to voluntary agencies for running NFE Centers for experimental and innovative projects. During this period number of NFE centers increased from 1 26 lakhs in 1986 to 2 72 lakhs by March 1992 and the enrollment from 36.45 lakhs to 68 lakhs. During this period the number of centers exclusively for girls have increased from 20,500 to 81,600 In this programme, over 390 voluntary agencies also have participated Under this scheme 50 experimental and Innovative Projects and 19 Districts Resource Units have also been sanctioned for in-depth work in NFE Some more centers are also being planned. The scheme has been evaluated from to time by different agencies, however a holistic evaluation has not yet been undertaken to have an in-depth study, especially, assessing the learning out comes of the NFE learners.

Over the years a variety of patterns of Non-Formal Education programme have been implemented in the country as an alternative strategy for Universalization of Elementary Education (UEE) **After two decades of implementation of these patterns, it is now necessary to evaluate to what extent these efforts have bourn fruits. It is also to be found out what direction the programme of Non –Formal Education (NFE) should take and whether the Non-Formal Education programme as it is developing, can become an effective alternative strategy for achieving the goals of Universalization of Elementary Education.**

The study on "Effectiveness of Non-formal Education in Bihar, Haryana, Rajasthan, and Uttar pradesh" was undertaken to seek answer to above mentioned concerns Thus a need was felt to study the on going NFE Programme in terms of their quality and effectiveness on the acquisition of Minimum Levels of Learning (MLLs) as envisaged for the primary stage. The study also sought to answer the question of equivalence and comparability of Non-Formal Education with formal primary schools Another aspect of the study was to find out how many children from NFE centers enter the formal schools after completing the Non-Formal Education at the primary level.

A long term objective of the study was to give concrete evidences from the data on state level implementation of NFE programme which would help planners to devise/revise the scheme of NFE. The findings of the study will also be used for strengthening the on-going programme of Non-Formal Education. At this juncture it is also necessary to re-examine the implementation of Non-Formal Education programme so as to revamp the scheme and to give new direction to Universalization of Elementary Education during the Ninth -Five Year plan.

Objective of the Study

The following were the major objectives

(i) To assess the roles and functions of state level agencies involved in the planning, monitoring and implementing NFE programmes,

(ii) To identify the effectiveness programmes in terms of curriculum, instructional materials, training of functionaries etc ,

(iii) To study in detail the selected NFE Centres in terms of their programmes including training of instructors; teaching learning materials, problem faced in effective implementation, etc ,

(iv) To identify the factors that help in good performance or otherwise of the selected NFE centers to find out the number of children who complete the primary level of NFE and join the mainstream formal schools at the upper primary stage,

(v) To assess the level of achievement of children in Mathematics, Language and Environmental Studies to ascertain the comparability and equivalence of NFE programme with formal primary level of education,

(vi) To identify factors/strategies which would help revise/review the present scheme of Non-Formal Education of Govt of India

(vii) To study the type of monitoring and programme evaluation mechanism that is being adopted at the state level for proper implementation of NFE programme and also the mechanism of feedback for making mid-term correction

Research Questions/ Hypotheses

The study would seek to answer the following research questions/hypotheses

(i) To what extent the SCERTs, Directorate of NFE/AS are responsible for planning implementation and monitoring of NFE programme

(ii) To what extent the above state level agencies are involved in developing the curriculum and instructional materials suitable for NFE children.

(iii) What mechanism are adopted for ensuring parity and equivalence between the formal primary school curriculum and NFE curriculum and instructional materials?

(iv) What roles does SCERT /Directorate of Non- Formal Education play in ensuring parity and equivalence between the formal primary school curriculum and NFE curriculum and instructional materials?

(v) What type of monitoring mechanism is being adopted at the state level for proper implementation NFE programmes and also the mechanism of feedback for making mid-term correction?

(vi) To what extent the selected NGOs are able to deliver effectively different aspects of the NFE programme both academic and administrative

(vii) What are the problem faced by the NGO' in implementing the programme and how they are able to solve these?

(viii) What is the level of achievement of children of the NFE centres in the areas of Mathematics, Language and Environmental Studies?

CHAPTER II - METHODOLOGY

This chapter discuses the design and execution of the study under the following sections

- Coverage
- Population
- Sampling Design
- Instruments/Tools
- Field Work
- Test Administration
- Data Scrutiny
- Data Management

Coverage

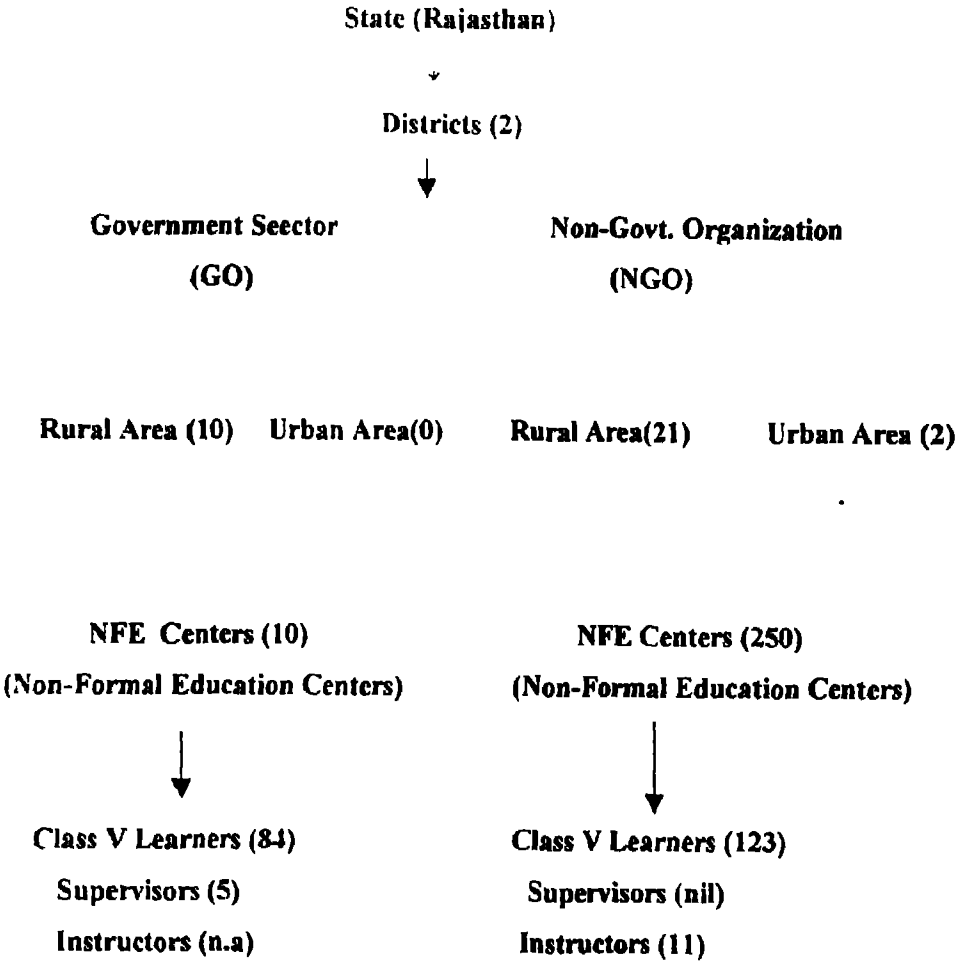
Two districts each were selected from the State of Rajasthan and Haryana The districts covered were Udaipur and Rajasmand in Rajasthan and Rohtak and Gurgaon from Haryana In each district the NFE Centres both at GO and NGO sectors were selected The selection was done on the basis of availability of NFE Centres run by GO and NGO sector in a particular district Beside this, enrollment of children in Non-Formal centres, backwardness of the area and low female literacy levels were also taken into consideration while selecting the specific area in the district

Population

The population was drawn from the Non-Formal Education centers run by both Governmental Organizations and Non-Governmental Organizations in rural and urban areas In the state of Rajasthan the sample under the study covered two hundred fifty (250), NFE Centers run by three NGOs and ten (10) NFE Centers run by GO Similarly in the state of Haryana the sample covered two hundred (200), NFE centers under three NGOs. In Haryana there are no NFE centers in Go sector

Sampling Design

A Non-Formal Education center was the basic unit of sampling In order to select various Non-Formal Education centers a multi-stage random sampling procedure was adopted (See figures 2 1(Rajasthan) and 2 2(Haryana)



- **SIERT (1)**
- **AD-NFE (1)**

+ **NGOs:** Rajasthan Mahila Vidayala, Udaipur
Rajasthan Vidvapeath, Udaipur
Rajasthan Bal Kalyan Samiti, Jhadol

NB: Three NGOS were selected Each NGO was running hundred (100), NFE Centers

Figure 2.1 Sampling Framework (Rajasthan)

State (Haryana)

Districts (2)

***Non-Governmental Sectors (3)**
(NGOs)

Rural Area (2) **Urban Area (1)**

Non-Formal Education Centers (122)

Class V Learners (75)
Instructors (17)
NGOs (2)

NGOs- **(1)** Haryana Nav Yuvak Kala Sangam, Rohtak
(2) Lucky Education Society, Rohtak
(3) Chaudhary Prakash Trust, Gurgaon

Figure 2.2 Sampling Framework (Haryana)

Table 2.1 Distribution of Sampling Units

Functionaries	RAJASTHAN		HARYANA	
NFE Functionaries	Udaipur District	Rajasamand District	Rohtak District	Gurgaon District
SIERT/SRC	1	—	—	1
ADNFE	1	---	----	----
Supervisors	5	---	----	----
Instructors	8	3	10	7
NFE Centers	150	100	115	7
Learners	N=182	N=25	N=75	----
*NGO	2	1	2	1

At the first stage the district were randomly selected from the states of Rajasthan and Haryana The district selected were Udaipur and Rajasamand district in Rajasthan and Gurgaon and Rohtak district in Haryana For the selection of the district, NFE Centres and finalization of tools a workshop was organized from 2 - 6 November 1998, at DENFAS, NCERT The NFE functionaries of the states participated in this workshop

Only those NFE centers were taken into consideration where NFE classes for semester four or Grade V were operational

In the states of Rajasthan data were collected from three NGOs viz Rajasthan Mahila Vidyalaya Rajasamand district, Rajasthan Vidyapeeth ,Salambur, Udaipur district and Rajasthan Bal Kalyan Samiti Jhadol, Udaipur district There were hundred (100) NFE centres each under the supervision of Rajasthan Mahila Vidyalaya Rajasamand district and Rajasthan Vidyapeeth Udaipur district Fifty (50) NFE Centres were under the supervision of Rajasthan Bal Kalyan Samiti, Jhadol Udaipur district The data were also collected from ten (10) NFE Centres, which were under the supervision of Government organization in Rajasthan

In the states of Haryana data were collected from three NGOs viz Haryana Nav Yuvak Kala Sangam, Rohtak, district Lucky Education Society, Rohtak, district and Chaudhary Prakash Trust, Gurgaon There were ten (10) NFE centers under the supervision of Lucky Education Society, six (6) NFE centers were under the supervision of Haryana Nav Yuvak Kala Sangam, and one hundred fourteen (114) NFE centers under the supervision of Chowdhary Prakash Trust

Instruments/ Tools

A number of tools were prepared for collecting qualitative and qualitative data These were

A **A questionnaire for SCERTs/ SIERTs/SRCs/ covering following aspects -** (See Appendix I)

(a) Identification Data

(b) Policy about NFE scheme

(c) Planning process for implementation of the scheme

(d) Financial and other support

(e) Academic and Technical support

(f) Intrastructural faculties

(g) Composition of faculty of NFE unit in SCERT/SRC,their qualification ,etc

(h) Roles and responsibilities of NFE faculty their training status , orientations in preparing teaching learning materials, production of text books, and transaction strategies, etc

(i) NFE curriculum and preparation of specific teaching learning materials for NFE learners- method, content and processes involved

(j) Role of NFE faculty in providing training to other state level functionaries

(k) Research activities undertaken

(i) Extension activities undertaken.

(m) Procedures for Evaluation of pupil's learning

(n) Procedures adopted for monitoring, supervision and programme evaluation

B **A questionnaire for District Level Officers ADNFEs covering the following:-** (See Appendix -II)

(a) Identification data- background, qualification (academic and professional) and competence

(b) Knowledge of NFE Scheme

(c) Measures adopted for implementation of the Scheme

(d) Financial and other support

(e) Training status- content and process

(f) NFE curriculum and procedures for development of instructional materials

(g) Methods adopted for monitoring supervision and programme evaluation mechanism

C A questionnaire for Block level officer-project officer/supervisors covering the following aspects;-

(a) Identification data-background, qualification (academic and professional), and competence etc

(b) Training status

(c) Supervision-its objective, purpose, frequency

(d) Criteria for supervision

(e) Roles and responsibilities of supervisions-including providing academic and professional help to the NFE instructors, etc.

(f) Guidance to instructors for prepare transaction of the curriculum and instrumental materials,etc

(g) Procedures adopted for keeping two record of supervision and giving feed bank and helping in making midterm correction

D Questionnaire for Secretaries of NGO covering the following aspects

(See Appendix III)

(a) Identification data grants received from MHRD -fear wise expenditure

(b) Financial and other support

(c) Steps taken for implementation of NFE Scheme

(d) NFE curriculum and Instructional materials-

(e) Number of NFE centers. sum by the NGO enrollment of criteria

(f) Academic and physical facilities the NFE centers, work of hour, per week, per day

(g) No of Instructors, their qualification

(h) Training design and Training status of Instructors

(i) Evaluation of pupil's learning certification, and mainstreaming of NFE learners-procedure adopted

(j) Problem faced and methods used for solving them

(k) Suggestions for modifications of NFE Scheme

E **Questionnaire for NFE instructors**

(See Appendix IV)

F **Achievement tests to measure the achievement of learners in the areas of Mathematics, Language and Environmental Studies**

The following tests were prepared to assess the learning out comes of the NFE learners in the areas of Mathematics, Language and Environmental Studies The details of which are given below -

(i) **Pupil Achievement Test (Mathematics)**

The Pupil Achievement Test (Mathematics) comprises twenty-two (22) items Three (3) items tested the knowledge, four (4) item tested the understanding, one (1) item tested application and two (2) items tested the skills of learners in Mathematics maximum marks was forty (40) (See Appendix -VII)

(ii) **Pupil Achievement Test (Language)**

The Pupil Achievement Test (Language) comprises twenty two (22) items, four (4) items tested the knowledge (K), four (4) items tested understanding and one (1) item tested the application ability of the learners in Language Maximum marks in the test was forty (4)) (See Appendix -VIII)

(iii) **Pupil Achievement Test (Environmental Studies)**

The Pupil Achievement Test (EVS) comprises twenty two (22) items Two (2) items tested the knowledge (K), four (4) items tested understanding (U) and one (1) items tested Application (A) ability of the learners in EVS The maximum marks in the test were forty (40). (See Appendix -IX)

Besides the tools and achievement tests described above the analysis of the curriculum and instructional materials prepared by Rajasthan and Bihar was also undertaken (See Appendix V and VI)

In Haryana there were no information available on curriculum and instructional materials prepared for NFE learners by the State Government Hence, no analysis was possible The NGOs were using whatever books were available to them for transacting teaching-learning activities in the center

Collection of Data

The qualitative data collected from the state of Rajasthan were as follows -

- SIERT, (State Institute of Educational Research and Training) Udaipur

- Assistant Director Non-formal Education (ADNFE)(1)
  Profiles of Supervisors (5)
  Profile of NGOs (3)
- Profiles of Instructors (8) from the Udaipur district and three (3) instructors from Rajasamand district
- Rational Evaluation of Curriculum and Rational Evaluation of Instructional material
- Quantitative data of learner's achievement in Language, Mathematics, and Environmental Studies were collected from two hundred seven (207) NFE learners from both Government sector and Non-Government sectors.

The qualitative data collected from the states of Haryana were as follows. -

- Profiles of NGOs (2) from Rohtak District and one (1) NGOs from Gurgaon District
- Profiles of instructors ten (10) from the Rohtak District and seven (7) Instructors from Gurgaon district
- Quantitative data of learner's achievement in Language, Mathematics, and Environmental Studies were collected from seventy-five (75) learners from various NFE centers under two NGOs of Rohtak district There were no V- grade NFE learners in the NFE centers of Chaudhary Prakash Trust, Gurgaon

The qualitative data collected from the state of Bihar were as follows

- State Resource Center (SRC) Bihar
  Assistant Director NFE (ADNFE)
  Profiles of supervisors- no supervisors in the state of Bihar
- Rational Evaluation of Curriculum and Rational Evaluation of Instructional Materials

The quantative data for pupil achievement could not be collected form Bihar as administrative test was not possible due to political unrest in Bihar during March- April, 1999

Field Work & Test Administration

The data were collected by Junior Project Fellows (JPFs) attached to Principle Investigator from the selected NFE centers of different states The JPFs collected qualitative data and also administered the achievement tests

To maintain and ensure the quality of the data collected proper procedures for test administration was adopted The tests were conducted in the selected NFE centers of both GOs and NGOs level The following factors were taken into consideration while administering the tests -

- Learners were randomly selected and were not influenced by the Instructors
- No instructors were present when the tests were administered
- The JPFs themselves administered the tests which ensured that no cheating/copying took place

Data Scrutiny and Evaluation of Pupil Achievement Test Sheet (PAT)

The initial scrutiny of the collected data was done in the field by the project fellows At NCERT, the Principal Investigator and Project fellows systematically scrutinize the data. The pupil achievement tests in Language, Mathematics, and EVS collected from different NFE centers were evaluated scored by the project fellows and checked by the Principal Investigator

The main points followed during the data scrutiny and evaluation procedure were as under -

- Checking on the method of random selection of learners, instructors, supervisors
- Giving code numbers to various data obtained and Checking the number of test booklets obtained from the field
- Checking validity of codes, code range, alphanumeric code, interdependency of variable, routing etc
- Cross-checking all codes entered on response sheets with written response on the left hand side of the response sheet.
- Coding and Decoding of Pupil Achievement Test scores for use by the data processing for use in data entry through computers
- Scoring of Pupil Achievement Test in Language, Mathematics, Environmental Studies and checking the accuracy of marks secured by each learner in different tests Checking the marks obtained in each test in the areas of Knowledge, Understanding, Application and Skill

Data Entry, Management and Verification

Data management procedures were devised with great care to ensure the integrity and high quality of data. The data of Pupil Achievement Test were fed into the computer of the Department of Educational Survey and Data Processing (DES & DP) of NCERT SPSS software package was used for data entry and statistical analysis of the data on pupil achievement test The analyses of data so obtained were done for deriving results using descriptive statistics as well as parametric statistical tests

Special programmes in SPSS software) was written for statistical derivation of result The inconsistencies of data were reconciled and rechecked The final corrected data were prepared for running in the computer For graph, SPSS and Excel software packages were used, beside that the help of the experts in educational measurement and survey was also taken.

CHAPTER– 3 ANALYES OF QUALITATIVE DATA FROM STATE LEVEL AGENCY.

INTRODUCTION

It is the Policy of the Government of India, Ministry of Human Resource Development to strengthen the State Council of Educational Research and Training (SCERT) in different states This is mainly because these SCERTs were established with a view to make them the centers of excellence at the state level in the area of school education

During the Eight Five Year Plan, much emphasis was laid on strengthening the State Council of Resource and Training (SCERTs) and other State level Resource Centers (SRCs) in the center of Elementary Education These state level agencies were supposed to help the State Government in effective implementation of different programmes/projects undertaken for achieving the goals of Universalization of Elementary Education The SCERTs/SRCs were the nodal agencies for implementing these programmes

In the overall perspective of programme of Universalization of Elementary Education (UEE), the programme of Non-Formal Education (NFE) assumes great significance Non-Formal education programme is, especially, seen as alternative strategies to bring within the folds of education those hitherto unreached children who have either not been enrolled in the formal school, or have dropped out the formal school at various stages.

To reach benefit of education to such target group it is essential to develop alternative innovative approach in respect of organization of curriculum, development of teaching materials (TLM); transaction methodology and teaching strategies; flexible time schedule; innovative tools and procedures for measuring learner's achievement, etc. These need highly motivated personnel who are well trained and have been oriented in various aspects of Non-Formal Education Programme . It is, therefore, necessary that all NFE functionaries at State, District, Block and Village level receive proper training This role of capacity building rests with the SCERTs/SRCs.

It is essential to find out the extent the SCERTs /SRCs are aware of their perceived roles and are able to play their role effectively

In the present study, -this chapter delves deep covering different aspects o the planning, implementation and evaluation of the NFE programme to find out answer to these questions. The data for this purpose was obtained through a structured questionnaire.

The questionnaire consisted of 9 sections, which are as follows

- Identification of data from the SCERTs/SRCs
- Information regarding the Development and Distribution of Teaching-Learning Materials.
- Information regarding the time, duration, level, areas content and problems of training given to NFE Functionaries by SCERTs/SRCs.
- Information regarding the Research work, the area of research work conducted by the SCERTs/SRCs in the area of NFE
- Information regarding extension programme i e conference/seminars in the area of NFE
- Information regarding the mechanism, criteria and problems encountered in the adopting effective mechanism of monitoring and evaluation at various levels of implementation programme
- Information regarding the net-working of NFE faculty in SCERT with various institutions, such as Directorate of NFE, Panchayat Raj Institution, NGOs, DRUs, DIETs etc
- Information regarding future planning for NFE in SCERTs/SRCs
- Information regarding the methods tools and techniques used for evaluation of pupil's learning, time interval of evaluation, problems faced during evaluation, and criterion used for evaluation

Analysis of Qualitative Data from State Resource Center, Patna Bihar

3.1B Identification Data and Other Informations

The identification data received from the State Resource Center, Patna, Bihar revealed that there is a full fledged NFE unit functioning in the State The data also revealed that all the Directors of SRC (during last five years) have been actively associated and involved in the implementation of NFE Programme in the State

Moreover the incharge or head of NFE Unit ,had been working as nodal key resource person in the field of NFE The details of faculty portion is shown in Table 3 1 B

Table 3.1B Number of Posts Sanctioned and Filled

SRC/Directorate	No. of Posts	Post Filled	No of Post Vacant
SRC	5	4	1
Directorate	6	6	0

According to Table 3 1B, the number of NFE faculty member working in NFE Unit of SRC as per the MHRD norm is Four Deputy Secretary- cum- Consultants at SRC and Six Consultants at the Directorate, all posts in the Directorate are filled One post of Secretary-cum-Senior Consultant is lying vacant at SRC

3.2B Duties and Responsibility of NFE Faculty of SRC

One of the important areas of study was to identify various duties and responsibilities assigned to NFE faculty members As per the MHRD guidelines, major roles and functions of the SRC is to realise the goals of Universalization of Elementary Education (UEE) particularly with regard to Non-Formal Education The NFE Unit of the SRC is directly responsible for planning programme of Non-Formal/Alternative Schooling

Attempt has been made to find out to what extent the existing staff members of the SRC are able to carry out the duties and responsibilities assigned to them. In view of this some specific questions were asked in the tool to find out various duties and responsibilities assigned to NFE faculty members.

The data received was consolidated and presented in the Table.3.2 B

Table.3. 2 B Duties and Responsibilities of NFE Faculty of SRC

S No	Post	Duties & Responsibilities of NFE Faculty of SCERT
1	Incharge of NFE Programme	Planning, implementation, allotment of NFE programme.
2	Incharge of preparation of supplementary materials.	Additional charge of secretary cum senior consultant
3	Incharge of preparation of text-book.	Preparation of text book and preparation of evaluation tools
4	Incharge of Training Programme	Training of NFE functionaries at every level.
5	Incharge of preparation of audio-visual materials	Preparation of audio visual aids

The NFE faculty members SRC were involved in development of curriculum, development of instructional materials, training of NFE functionaries at different level, preparation of text book and supplementary readers, preparation of audio visual aids; and also conducting training programme for NFE functionaries at different level. Besides the above mentioned duties the faculty members were also involved in the supervision, monitoring and evaluation of NFE Programme

It also emerged from the data that as far as other activities are concerned the faculty members are mostly engaged in various types of activities such as administration maintaining quarterly progress report, and other duties assigned by the Director of the SRC

3.3 B Input received from Central Organisation like NCERT.

NCERT as a National Resource Center for implementation of Non-Formal Education and Alternative Schooling organizes training programmes for different states every year Bihar Government through the SRC takes initiative in organizing such training programmes in collaboration with NCERT at regular interval for upgrading the knowledge and skills of NFE functionaries at the state level. It is very clear that the success of NFE programme depends on the potentiality and capability of the faculty members of the SRC

It is in this context some specific questions were asked in the tools to find out the exposure received by NFE faculty from NCERT and other Central Organization The data received by NFE were consolidated and presented in Table 3 3 B

Table 3.3 B Training Given to SCERTs NFE Functionaries by Central Organization like NCERT & Other

S,No	Training in Teaching Learning Materials	Durations	Methods of Training
1	State Level Key Persons	5 Days	Participatory
2	State Officers	2 Days	Participatory
3	District Level Officers	2 Days	Participatory
4	Project Officer (Block Level Officer	5 Days	Participatory
5	Supervisors	NA	NA
6	Instructors	30 Days	

The analyses of the data presented above reveals the following

- The State Level Key Persons and Block Level Project Officers including NFE Faculty of the SRC have been provided with Five days participatory training by the Central Organization like NCERT, in development of teaching learning materials
- The State and District Level Officers have also been provided two days participatory training by the NCERT
- All NFE instructors have been provided training for thirty days (30) as induction training in first year of their service and subsequent training of twelve (12) days thrice in the second year by the SRC

The focus of the above mentioned training progremme conducted by the central level agencies were give the participant exposer to different aspects of Non-Formal education progammes The special emphasis was given on development and preparation of books and supplementary readers for NFE learners, development of other teaching learning materials, tools and technique of pupils evaluation, innovative teaching learning methods related to NFE, mechanism for monitoring, supervision and programme evaluation

From the above table it is clear that training received by the NFE faculty of SRC from the national level agencies such as NCERT is extremely crucial for proper implementation of NFE programme at the state level But the major area of concern communicated through this questionnaire indicated is that many of the faculty members trained by the NCERT, are engaged in the programmes and activities other than the NFE. This negatively affects the NFE programmes at the state level The data also revealed that those NFE faculty who are ill-equipped to perform their role and expected responsibilities in the field of NFE should be given vigorous training by the NCERT

It was also informed that the inputs received from the NCERT are expected to strengthen the NFE faculty of the SRC by restoring the responsibilities reposed on them. Thus capacity building among NFE functionaries through constant exposure in the development of relevance based instructional materials, providing training to the instructors on teaching-learning strategies, especially on multi-grade teaching in the NFE is essential. Much of the success of NFE programme implementation depends on a proper upgradation of the NFE faculty of the SRC

Teaching Learning Materials

For successful implementation of Non-Formal Education Programmes it is necessary to devise the teaching-learning materials, which should be innovative to meet the educational needs of the children of the disadvantage sections of the society Basic clientele of the NFE programmes are those children who either have not gone the school or have dropped out of the school systems at various grades. Since these children are first generation learners and have no supports at home, the teaching-learning materials for these children must provide some fundamental inputs. These children's have certain advantages over the children who are attending the formal school in respect of certain skills and competencies of oral learning through informal and incidental education On other hand these children also have lot of disadvantages in acquiring reading, writing, and computational skills

This section of the questionnaire was intended addressed to this important issue Thus the tool was developed to collect information regarding the processes involved in development of teaching-learning materials for NFE learners

The Table no 3 4 B gives the information on the list of Teaching-Learning Materials developed for NFE learners during last five years (1995-99) The data received was consolidated and presented in Table.3.4 B

Table 3.4 B List of Teaching-Learning Materials Developed for NFE during Last Five Years.

S.No	Titles	Subjects	Semester	NFE	Year of Publication
1	**Padhen-Badhen – I**	**Text-book**	I	NFE	1996
2	**Padhen-Badhen – II**	**Text-book**	II	NFE	1996
3	Khelein-Seekhein I	Supplementary Book	I	NFE	1997
4	Padhen-Badhen-III	Text-book	III	NFE	1997
5	Ganit-Bodh-I	Text-book	III	NFE	1998
6	Padhen-Badhen-IV	Text-book	IV	NFE	1998
7	Ganit-Bodh- II	Text-book	IV	NFE	1999
8	Prashikshak Sandarshika	Training-Materials	-	NFE	1999

Table 3.4 B showed the common text-books "Padhen Badhen" was developed for all the learners (from grade I to IV) The text-book in Mathematics "Ganit Bodh" was developed for learners belonging to Grade III and IV. No mathematics book was prepared for Grade I and II learners. A supplementary reader "Khelein Seekhein" was also developed for Grade I learners Beside this, "Prashikshak-Sandharshika" a training manual was prepared for the Instructors

The data further showed that all instructional materials developed were based on the Minimum Level of Learning (MLL) The process of development of instructional materials was a participatory joint venture Workshop method was adopted for development of instructional materials The person involved in the above mentioned processes were highly experienced and qualified people belonging to various categories e g Principals of DIET, retired principal of Govt. High School, serving school teacher of Govt. High School, Coordinator of DRU, Block Education and Extension Officer. All of them were post/graduate having B.ed and M ed degrees.

The various steps involved in the development of instructional materials were divided into three phrases as shown below

DEVELOPMENT OF MATERIALS

Phase I	**Phase II**	**Phase III**
Pre-Planning (Design and format)	Development of Material (draft MSS)	Finalization of Materials (Revision, refinement of MSS)

In the first phase i e. pre-planning phase of material development, the first step was planning and chalking out base paper in a workshop The workshop was organized at the SRC by the NFE incharge The participants were Block Level Education and Extension Officers, Principals of DIETs, Serving and Rtd Highschool Teachers, Consultant, etc In the second phase of materials development, four workshops were organized for preparation of index and finalization of the contents (Chapterisation) of the teaching-learning materials and preparation of format draft The whole process involved a lot of discussion and analysis of the contents of the teaching-learning materials

The third phase of development of teaching learning materials involves finalization of draft manuscript, field testing other draft at the NFE research center run by the SRC, making corrections in the developed teaching-learning materials A final workshop finally for further action for incorporation of changes

One thing is evident from the information received from the SRC Bihar that beside the State Resource Center various Voluntary Agencies (NGOs) such as: Manthan (DRU, Patna), Read (DRU, West Chanparan), Nav Bharat Jagriti Kendra (Hazaribagh) were also involved in the process of development of teaching-learning materials.

The information received also indicated that all the materials developed either by State Resource Center (SRC) or by Voluntary Agencies (VAs) were based on Minimum Levels Learning (MLLs) There has been a lot of discussion and controversy regarding the parity of instructional materials for NFE learners with that of the formal system The information received in this respect indicated that the instructional materials developed by the SRC and the NGOs were equivalent to the text book meant for formal schools.

Information regarding distribution of teaching learning materials showed that the teaching-learning materials were first taken to the "Bihar State Text Book Corporation" Godowns, from there the materials distributed to various NFE centers through different DIETs Some of the teaching learning materials were made available to the NFE centers by the Directorate of Non-Formal Education directly

In order to ensure the parity and equivalence between the text books of formal primary school and NFE instructional materials mechanism of field-testing of these materials was adopted. The materials were tried out in primary schools as well as in different NFE centers However, it was reported that this was not a satisfactory mechanism.

The information available from the Voluntary Agencies and NGOs showed that the textbooks meant for formal schools were also used in the NFE centers run by them. The respondents were of the opinion that this practice should be discontinued since the socio-economic and other living conditions of NFE learners are different from the children studying in the formal school. Further the learning conditions and other instructional facilities of NFE children differs from their counterparts in the formal school, therefore, curricular materials, learning material and transaction strategies should also be different

3.5 TRAINING

Training is an important input not only for modification of skills and knowledge of NFE functionaries working at different level in the State, but also keeping them appraised with the latest development in the field of Non-Formal Education. The State Council of Educational Research and Training (SCERT) in training were entrusted with the role and responsibility of providing training to the NFE functionaries working at different level for effective implementation of NFE programme In the state of Bihar, this role has been taken up by State Resource Center (SRC)

The information available from the SRC, Bihar showed that training package were developed from time to time for orienting instructors on the strategies and methodologies of transacting curriculum and instructional materials developed for Non-Formal Education During the last five years a training manual known as "Prashikshak Sandarshika" was developed. This manual is very helpful especially, for the Instructors Information received from the SRC showed that there is a well organized training module and training design for providing training to various levels of NFE functionaries Major steps of training is described below

The NFE faculty of the SRC gives training to NFE functionaries working in both Govt and NGO Sectors These training are imparted through State Level Key Resource Persons. The major areas covered in all these training packages, are aimed at capacity building among NFE, functionaries on aspects such as, strategies for pupil evaluation (competency based); material development (MLL based), group teaching, teaching of integrated teaching-learning materials; methodology, child centred joyful, teaching through folk play, folklore, method etc.

The SRC Bihar has been conducting various training programmes for NFE functionaries from time to time The following table shows training programmes organized by the SRC Bihar, during last three years (1995-98)

Table 3.5 B Training Programme for NFE Functionaries

Sl No	Level of Functionaries	Area Covered	Duration of Training	Periodicity (1995-98)
1	State Level Resource Person	Philosophy of NFE, Pupil Evaluation (Competency based), Material Development (MLL based), Group teaching, Teaching of integrated teaching-learning material, Methodology of teaching (Child Center etc) (for each level)	5 Days	Twice
2.	Senior Trainers		5 Days	Once
3	Trainers		12 Days	Once
4	Asst. Dir, NFE		2 Days	Once
5	Project Officer		5 Days	Once
6	Instructors		30 Days (Ist yr) 12 Days (2nd yr)	Once

Table 3 5 B gives the data on the training programmes conducted by the SRC, Bihar for various functionaries of NFE during 1995-98 As shown in the table, State Level Resource Persons were trained in two phases of 5 days each on different aspects of NFE, such as philosophy of NFE, development of curriculum and preparation of instructional materials, development of MLL-based evaluation tools for measuring learning outcomes, etc They were also trained on how to organize child-centered activities The Senior Trainers and Master Trainers were also given 5 days training on all the above aspects

Assistant Directors of Non-Formal Education (AD/NFE) were given two days orientation on the philosophy of NFE and related aspects of NFE programme for enabling them to supervise and monitor the programme A five-day training was also organized for the Project Officers during this period They were given training in management of NFE centers

The NFE Instructors were given intensive training of 30 days in the first year of service and 12 days during the second year During the first year they were given inductive training for 30 days The course content of this programme, included knowledge on all the aspects of NFE Programme, special emphasis was given on the general aspects of NFE Learner's profile which dealt with the strengths and weaknesses of NFE Learners; how to deal with the learners etc The basic training package used for this inductive training was the Instructor's Training Manual developed by Department of Education in Non-Formal and Alternative Schooling (DENFAS), NCERT.

The instructors and supervisors were give training on how to transact the instructional materials developed by the SRC, special emphasis was given on the content of teaching different subjects. They were also trained on the new techniques of developing the diagnostic tests and on how to administer Pupil Achievement Tests (PAT) and how to record pupil's progress The supervisors were especially given training on how to diagnose the deficiency of instructors and to improve their teaching competence

The analysis of information available from the tools indicate that the selection of content of the training programme varied for different level of functionaries It mainly depended on the specific competence required by each level of functionaries for effectively playing their roles and discharging responsibilities that they are required to perform.

The analysis of information received indicated that SRC, Bihar faced many difficulties while conducting the training programme. The major difficulties faced by the State Resource Centers for conducting the various training programmes are listed below

- Lack of motivation on the part of various target populations i e supervisors, project officers, instructors, etc
- Lack of finance for conducting residential training programmes, especially for the instructors, since the amount per participant fixed by the MHRD is too meager

To overcome these problems the SRC has initiated steps to create desirable environment building to motivate the participants The SRC is also hiring other educational institutions to lessen the expenditure involved in conducting residential training programme

The Training Design and Strategies: Roles of Each Level of Functionaries:

The State Level Resource Persons Asst Director NFE (AD/NFE) and other project officers are trained by the core group responsible for implementation of NFE Scheme at the State Resource Centers The State Level Resource Persons in turn provide training to senior trainers or the master trainers The master trainers gives training to the key trainers and these trainers ultimately provide training to the instructors Thus, there was a cascade model of training design. However, no mention was made of the about methods used for follow-up of the training programme at various levels so as to make the impact of the training in the long run

3.6 B PUPIL EVALUATION

- Pupil evaluation is done semesterwise through content based questions as well as activity based questions
- Terminal evaluation is done through content free and competency-based evaluation items at intervals of 6 months, that is, after the end of every semester
- The problems faced by the State for conducting pupil evaluation indicated by SRC relate to lack of funds for printing of evaluation questions

3.7 B EXTENSION

During the last five years the SRC, Bihar organized conference on Non-Formal Education based on the following themes

- Status and number of NFE programmes run by the NGO Sector and these by GO Sector
- Tools and techniques of pupil evaluation and procedures for record keeping
- Financial arrangement at the NFE Center.

The conference was attended by different agencies responsible for implementation of NFE programme at the state level and experts in the field

The conference made the following major recommendations

- Ratio of NFE programme for the NGO Sectors compared to the Govt Sectors should be raised
- More financial power should be delegated to the Tola Level Committees, Based on the above recommendations, a circular was issued for delegating more financial power to the Tola Level Committee

3 8 B EVALUATION AND MONITORING

As reported the State SRC has a well organized system of obtaining information for the purpose of monitoring and programme evaluation However, the essence of monitoring process was not understood It was reported that the monitoring is done through Monthly Progress Report (MPR), Quarterly Progress Report (QPR) and Annual Progress Report (APR) The process of monitoring which is essentially a two-way process of communication that is, obtaining feedback from the field to and fro and resorting to corrective measures and mid-term modification of implementation process was not reported It has also not also been mentioned as to what happens to the feedback data received from the NFE centers

The criteria for programme evaluation were also not mentioned. It seems that though the SRC believes that it has a well organized monitoring and evaluation machinery in actual practice there eixts a very wide gap is the understanding this vital aspect of the programme implementation. The SRC faculty needs orientation in this area.

The seeking information on other problems faced in proper implementation of the programme, the SRC reported the following

- Untimely distribution of honouranum to Instructors
- Untimely release of funds for purchase of teaching-learning materials
- Refusal to undertake financial responsibilities by Tola Level Committee
- Untimely distribution of teaching-learning materials by the Govt Agencies

To overcome these problems the SRC, Bihar has recommended the following strategy

- State Government fails to provide matching grant in time to the central assistance which leads to untimely release of programme funds, therefore, release of grants should be through autonomous bodies directly by MHRD
- If the process of release of funds is improved it will enhance the credibility of the programme

3.9 B NETWORKING

For the Non-Formal Education to be successful it is essential that various institutions involved in the NFE programme should be able to network with each for effective delivery of the content, process and strategies for the NFE programme

Through, networking it is possible to put in the best possible help for smooth running of the programme

The State has a wellknit network of institutions for this purpose The Directorate of Mass Education, NFE faculty of SRC, District Resource Unit (DRU) located in the DIETs as well as in the NGO sectors is included in the network with the State Resource Center Apart from these institutions State Resource Center is also closely networking with the Voluntary Agencies at district level and at the level of Tola Committee at the Block and Village Level. These Tola Committees are equivalent toi Panchyati Raj institutions in other States.

3.10 B FUTURE PLAN

The State Resource Center, Bihar has listed the following as major concerns towards which the future plans should be directed.

Programme for Curriculum Development

- New curiculum for Upper Primary Centers not defined in term of MLLs. This should be done immediately

Training

- Training modules for Upper Primary Level have not been prepared at National Level by NCERT Hence, major work needed to be taken up in this area.

Pupil Evaluation

- Guide book on tools and techniques and procedures for pupil evaluation was not prepared at National Level by the NCERT Major intervention is needed in this area It seems that the State would take up necessary steps only when exemplar materials are made available from the NCERT

Organizational Structure

- Efforts should be taken for establishing of NEEM, SEEM and DEEM

Research

- Better cooperation with various research institution in the state project on NFE such as A N Sinha Institute & other agencies for taking up Joint Research Project in NFE

Teaching-learning materials

- Development of text books for NFE learners at Upper Primary Level
- Development/printing of Urdu text book for Primary Level NFE centers

Analysis of qualitative Data from State Level Agency (Rajasthan)

Identification Data and other Information.

The data received from State Institute of Educational Research and Training (SIERT) Udaipur, Rajasthan showed that the State has been implementing the Scheme of Non-Formal Education effectively for many years. All thirty-two districts are implementing this Scheme. There are all together 161 NFE projects in the State. Since 1998, 205 'Panchayat Samitys' are involved in this programme. There are 17, 600 NFE centers in the Governmental Sectors and 1491 Non-Governmental Organization (NGOs) are running recognized NFE centers in the State.

Section A of the questionnaire comprised items 1-8 which sought information among other things on the incharge of NFE Units who have been working for last five years, post sanctioned and filled and present positions incharge.

- Analysis of data indicated that Directors of SIERT, Udaipur, Rajasthan for last five years have been actively involved in the implementation of the NFE programme. The NFE Unit of SIERT is complete and all the five posts sanctioned by the MHRD have been filled

The data received on staff position is consolidated in Table 3 1R

Table No. 3.1R-Faculty Position of NFE unit of SIERT (Raj)

Sl No.	No of Posts	Posts Filled	No. of Posts Vacant how long
1.	Dy. Director (1)	1	Nil
2	Consultant (4)	4	Nil
3	Steno (1)	1	Nil
4	LDC (1)	1	Nil
5.	Peon (1)	1	Nil

Item 8(A) sought information on educational qualification of NFE faculty, the data revealed that the faculty of NFE Unit was well qualified with M Sc/M.A. and M.Ed./M Ed degrees. The consultant incharge of NFE had a Ph D to her credit

Table 3.2 R Educational Qualification of the Faculty Member.

Sl. No	Post Held	Qualifications
1	Dy Director	M A , B Ed.
2	Consultant	M.A., M Ed , Ph D

3.	Assistant Director	M.Sc., B.Ed.
4.	Research Assistant	M.A., M .Ed
5.	Research Assistant	M.Sc., M.Ed.

Item No. 9 sought information on Training status of NFE faculty . Information received is consolidated in Table. 3.3 R

Table 3.3 R Training Status of NFE Faculty Member.

Sl No.	Post	Training Programme		
		Pre-Service Training	Inservice Training	Orientation Programme
1.	Dy. Director	—	—	5 days Orientation Programme in NFE (one training programme conducted by the (NCERT)
2.	Consultant	---	2 days training progrmme	---
3	Assistant Director	---	2 days training programme	---
4.	Research Assistant	---	2 days training programme	---
5.	Research Assistant	---	—	---

The data presented in Table 3.3 R showed that NFE faculty members received regular training/orientation from the Department of Education in Non-Formal and Alternative Schooling (DENFAS), NCERT in different aspects of NFE programme Two training/orientation programmes of 5 days each organized DENFAS, NCERT was attend by each member of NFE Unilt including the Deputy Director.

3.4 R DUTIES AND RESPONSIBILITIES OF SIERT NFE UNIT

One of the important areas of study was to identify various duties and responsibilities assigned to NFE faculty member, as per the MHRD guidelines The

NFE Unit is directly responsible for planning and implementing Non-Formal & Alternative Schooling programmes in the State. Attempt has been made to find out to what extent the existing staff members of SIERTs, NFE Unit were able to carry out the duties and responsibilities assigned to them. In view of this some specific questions were asked in the questionnaire to find out various duties and responsibilities assigned to NFE faculty member and their involvement as well. The information received were consolidated and presented in Table 3.4 R.

Table 3.4 R Duties and Responsibilities of NFE Faculty of SIERT

Sl. No.	Post	Duties/Responsibility in the context of NFE.	Any other duties.
1.	Dy. Director	In charge of NFE programme	• .Education Programme for deprived groups • Education of SC/ST and disabled
2	Consultant	Training and Monitoring	Co-ordination
3.	Assistant Director	---	---
4.	Research Assistant	Curriculum and Evaluation	---

The data presented in the Table 3.4 R shows that the Deputy Director is in-charge of the NFE programme. Besides this he is also involved with the education programme for the deprived groups such as Schedule Castes and Schedule Tribes and disabled groups The consultant is responsible for organizing and monitoring of various training programmes for NFE functionaries at different level. The Research Assistant helps in development of curriculum and various evaluation materials, tool and techniques for assessing; achievement of pupil's.

3.5 R Input received from Central Organizations- NCERT

The Department of Education in Non-Formal & Alternative Schooling (DENFAS) of NCERT as a National Resource Center for NFE, organizes training programmes for the key resource persons at the State Level every year. It is in this context some specific questions were asked in to find out the exposure received by the NFE faculty of SIERTs, NFE Unit from NCERT. The data are presented in table 3.5R below.

Table 3.5 R Training in Teaching-Learning Materials

Training in developing teaching-learning material	Duration	Method of Training	No. of these training received (1995-98).
State Level Key Persons.	5 Days	Group Discussion & Group Work.	One Training Programme (1998) 2nd November -6th November, 1998
District Level Officers Project Officers. Block Level Officer.	5 Days	------	-----
Supervisors	-----	-------	------
Instructors	-----	-------	-------

The data presented in table 3.5 R showed that the State Level Key persons and State Level NFE Officers received five-day training in 1998. Training strategy adopted was participatory. There was many group discussion and group work during these training programmes. The data given in the table revealed that five-day training programme each was organized for District Level Officers, Project Officers and Block Level Officers. No response was received on item No. 9B which sought information on specific training programme organized by the DENFAS, NCERT related to training in material production; text book writing; preparation of supplementary readers and development of tools for evaluation of pupils learning.

It can therefore be seen that central inputs from the NCERT was lacking in these vital aspects of effective implementation of NFE programme.

3.6 R The Teaching Learning Materials

For successful implementation of Non-Formal Education programme it is necessary to develop teaching-learning materials, which should be innovative to meet the educational needs of children from various disadvantaged sections of the society. Basic clientele of the NFE programme are those children who either have not gone to the school or have dropped out of the school system at different levels. Since, these children are the first generation learners and have no support at home, the teaching learning materials for these children must provide for some fundamental inputs in terms of relevant content and context. The content should relate to the immediate environment of the child. These children have certain advantages over the children of formal schools in respect of certain skills and competencies of oral learning acquired through informal interactions and incidental learning. On the other hand, these children also have lot of disadvantages in acquiring skills and competencies related to formal reading, writing and computation. The design and development of teaching-learning materials should address these basic issues.

This section of the questionnaire was designed to seek information on mechanism, strategies and processes involved in the development of teaching-learning materials for the NFE learners vital roles that the SIERT plays in this regard.

The NFE faculty of SIERT has been involved in the continuous process of the development of teaching-learning materials for NFE children. Table 3.6R shows the list of materials developed during the last five years.

Table 3.6R List of Teaching-Learning Materials Developed For NFE Learners During the Last Five Years.

Sl. No	Titles	Subject	Seme -ster	NFE	Year of Publication
1	Meri Kitab Bhaag-1	Text Book (Hindi)	---	NFE	1993-94
2	Ganit-1	Text Book (Maths)	---	NFE	1993-94
3.	Annopcharik Shiksha Pathyakram	Curriculum for NFE	---	NFE	1993-94
4.	Paryaveskshak Sandarshika	Supervisor's Guide	----	NFE	1995-96
5.	Prashashnik Sandarshika	Administrator's Guide Book	----	NFE	1995-96
6.	DRU Sandarshika	DRU Guide	---	NFE	1996-97
7.	Sandarbh Vyakti Sandarshika	Guide Book for Resource Person	---	NFE	19997-98
8	Anudeshak Prashikshan Sadhan-I Step	Training Manual for Instructors	---	NFE	1997-98
9	Anudeshak Prashikshan Sadhan-I, II Step	Training Manual for Instructors	---	NFE	1997-98
10	Anudeshak Prashikshan Sadhan-I Step	Training Manual for Instructors	---	NFE	1997-98
11	Anudeshak Prashikshan Sadhan-II Step	Training Manual for Instructors	--	NFE	1997-98

The information received revealed that the SIERT had a systematic process for development of teaching-learning materials. The method and the process adopted were participatory through working group meetings and workshops. The resource persons involved in the development of curriculum and instructional materials belonged to the various categories starting from school teachers to Joint Director.

They were well qualified and had postgraduate qualification in respective subject areas and had rich experience

The steps involved in the development of instructional the materials can be divided into 3 phases, namely, Pre-Planning Phase; Development Phase; Review and Finalization Phase.

In the pre-planning phase the first step was to develop base paper on the basis of this paper develop the design and format of the instructional materials was prepared in a workshop.

In the Second phase i.e. Development Phase, a lot of in-house activities were involved in writing of chapters as per the format. The process involved discussion and analysis of the content of the teaching-learning materials and writing of first draft of the manuscript

The Third phase of the development of teaching learning materials involved renewing the draft MSS in a workshop further editing and correction proof reading and then finalization of the MSS

The parity of NFE instructional materials with that of the instructional materials of formal system is an important issue . This aspect was given careful consideration while developing the Instructoral materials.

The information received on the above aspect indicated that the instructional materias, developed for NFE learners were equivalent to those of formal schools as these were based on MLLs

The modality for distribution of teaching learning, materials to the NFE centers were done through the DIETs. The resource persons from the respective DIETs collected their package from the SIERT, Udaipur.

3.7 Training

Training of NFE functionaries is important from the point of view of upgrading the knowledge, skill of NFE personnel's working at different levels in order to realize the responsibilities entrusted to different NFE functionaries it is essential to keep them appraised with the latest developments in the field of NFE and also enhance their skills in this area for effective functioning.

This section comprised 12 items These items sought information on different aspects of training programme and training design. Major aspects included were: type of training package developed for different functionaries; content of the training package; types of training programme organized for different functionaries, content; duration; and periodicity; process involved in the training; selection of content for different functionaries problems faced in conducting training; mode of selection of functionaries for training; and types of personnel who provided training; etc

The information received was analyzed and presented below:

The data available from SIERT, Rajasthan revealed that various training packages were developed for orientating different level of NFE functionaries During the last five year from (1994-99) SIERT has developed the following training manuals:

(a) Supervisor's manual
(b) Manual for administrative officers
(c) Manual for DRU personnel of DIETs
(d) Resource Person training package for Resource person
(e) Training Package for Instructors Ist stage.
(f) Training package 2nd stage
(g) Training package 3rd stage.
(h) Training package for Instructors (1st) New Version.
(i) Training for Instructors (2nd stage) New Version.
(j) Training package for Instructors (3rd stage) New Version.

The SIERT, Rajasthan provided training to different NFE functionaries working in Govt. Sectors such as, DRU faculty members of DIETs, Assistant Director of NFE (AD/NFEs), Project Officers. It also organized training programme for the district level resource persons, supervisors, instructors of NFE through DIETs (DRUs) and AD/NFEs.

The SIERT through various training packages/materials and services of the resources persons provided help to the NGOs as and when demanded by them. The major areas covered in these training packages are given below:

- Philosophy of NFE
- Competency-based evaluation of pupils learning
- Development of teaching-learning materials based on MLLs

- Techniques of group teaching.
- Methodology of teaching of integrated teaching-learning materials
- Methodology of organizing child -centered activity-based teaching strategies.

The SIERT has been organizing various training programmes for NFE personnel during last five years (1995-98) Table 2.7 R gives details of training programmes organized during 1995-98 for different levels of NFE functionaries.

Table 3.7 R Training Programme Organized by the SIERT

Sl No.	Level of NFE functionaries	Area covered	Duration of Training	Periodicity 1995-98
1	Instructors	All aspects of NFE	15 + 10 days 15 + 10 days 30 + 20 days	1995-96 1997-98
2.	Supervisors	-Do-	10 days	1995-98
3	Resource Person	-Do-	7 days	1995-98
4	DRU Faculty	-Do-	5 days	1995-98
5	Project Officer	-Do-	5 days 6 days	1995-98 1998-99
6	AD/NFEs	-Do-	5 days 5 days	1995-98 1998-99

The data presented in Table 3.7 R shows that during the year 1995-96 and 1996-97 two training programmes each of 15 days duration were organized for the NFE instructors. In the year 1997-98 and 1998-99 two training programmes each of 10 days duration also were organized for NFE instructors A 10- days training programme for supervisors was organized during 1995-98.The key resource persons were given 7 days training during 1995-98 One training programme of 5 days duration and two training programme of 6 days duration were organized for Project Officers during 1995-98 and 1998-99 respectively. One training programme of 5 days was organized for AD/NFEs during 1995-98 and two training programmes of five days each during 1998-99. These training programmes were conducted by State Level Key Resource persons using training package prepared by the SIERT. The contents of the training programme were selected keeping in view nature of jobs, roles and responsibilities of different levels functionaries

The SIERT faced many problems while conducting training programmes. The main difficulty faced was organization of residential training camps. As per the information available the amount fixed by MHRD for organization of residential camps is insufficient. The SIERT has intimated about these difficulties to Directorate of Literacy, Jaipur, Rajasthan as well as to the NCERT, New Delhi. It is to be noted that SIERT did not initiate any steps to mitigate this problem.

The Directorate of Literacy, Jaipur (Rajasthan) prepares the list of AD/NFEs & Project Officers to be trained and send the same to the SIERT, Rajasthan. The Project Officers prepare the lists of supervisors and send the same to the AD/NFE. The AD/NFE in term handover the list to the SIERT. There is a close link between the SIERT and DRU faculty of DIET.

The DRU faculties of DIETS are called for orientation/ training programme every year. Beside this. every year in the month of March, Annul Work Plan for Training of NFE personnel are made in the Meeting of Principal of DIETs and AD/NFEs at SIERT, Udaipur. The training to the NFE functionaries were given by State level resource persons. These State level resource persons were trained by the Department of Education in Non-Formal and Alternative Schooling (DENFAS) NCERT, New Delhi.

As per the information received from the SIERT, the State followed a cascade model of training design for different levels of NFE functionaries. Further the faculty of NFE Unit in SIERT and State level resource persons provided training to the District Level functionaries thus, effectiveness of training from one level to the next could be maintained. Annual Work Plan prepared in the Meeting of Principal of DIETs with two members of SIERT, NFE faculty further ensured downward flow of information. Thus it may be stated the state has a well organized design for training of NFE functionaries at all level

Research

Research is one of the important areas of intervention. It provides meaningful feed back data for qualitative improvement of programmes and direction for planning future course of action

Areas of research interventions include: planning and management of NFE programmes; strategies and criteria for designing innovative teaching-learning materials; process based transactional strategies for including local specific relevant content and context; developing innovative training packages, etc. The implementation of NFE programme can be improved by constant inputs from research activities.

The data available from Rajasthan showed that during the last five years, the SIERT has conducted two research studies in the field of NFE/AS. The Table 3.8 R gives the information about research studies conducted by the NFE Unit of SIERT

Table3.8 R Research Studies conducted by the SIERT in the Area of NFE during Last Five Years.

Sl No	Area	Titles	Years of Completion of the Study
1	Evaluative Study	"Rajasthan Mein Anopcharik Shikhya Samagrika Mulyankan"	1992-93
2.	Action Research	"Rajasthan Ke Janjati Upyojana Kschetra Mein Balika Mein Balika Shikhya Ka Pichhadapan, Stithi and Karak"	1993-94
3	Any other District profiles of NFE, status study etc.	X	----

Table 3 8 R shows the types of research studies conducted by the SIERT. Evaluative Study and Action Research were major area of research undertaken by SIERT, Rajasthan In 1992-93 under the area of evaluative study a programme entitled **"Rajasthan Mein Anopcharik Shikhya Samagrka Mulyankhan"** was undertaken In 1993-94 under the area of action research another study entitling

"**Rajasthan Mein Janjati Upyojana Kschetra Mein Balika Shikhya, Pichidapan, Stithi and Karak**"was undertaken As informed by the SIERT, the finding of these research studies were extensively used for improving the NFE programme

3.9 R Pupils Evaluation

Ever since the institutionalization of education deliberate attempts has been made in one form or other to measure the effect of instructions on pupils' achievement. The evaluation of pupils learning is yardstick for assessing the achievement level of NFE learners. attainment of minimum levels of learning (MLL).

The information available from the SIERT, Rajasthan showed that the procedures of pupil's adopted for the NFE learners and formal school learners were same.

The test was conducted after every six months i e. end of a semester. The model questions paper for this test are prepared by the subject experts under the guidance of Assistant Director Non-Formal Education. The SIERT has given the responsibilities of preparing the model questions papers to the Assistant Director Non- Formal Education at the District Level. The tests are based on MLLs. At the end of grade v or / fourth semester NFE learners appear in the Block Level common examination with other children for formal school.

3.10 R Extension

Extension occupies an important place for qualitative improvement of the NFE programme It facilitates in identifying gap areas and provides feedback for intervention needed. Under the extension activities, the state normally organizes various Seminars and Conferences on broad-based issues and themes. The recommendations are made on the basis of the deliberation of the Conference accordingly

The data available from the SIERT, Rajasthan indicates that during the last five years no major Conferences or Seminars were organized.

3.11 R Evaluation and Monitoring

The monitoring and evaluation system plays vital role to ascertain the degree to which the various planned activities have resulted in the desired outcomes. Monitoring is a process of watching periodically the progress of NFE programme in order to identify strengths and weaknesses, if any, with a view to making corrective measures as needed for the purpose of optimising the effectiveness of NFE programme There are different facets of monitoring such as, finance, administration, physical, facilities and academic. It helps in economising inputs and optimising outputs and also checks resource drain and wastage Monitoring introduces timely remedial measures and modification in certain decision making or operational steps for implementation design, thus it minimizes the risk of failure of a programme.

The information available from the SIERT, Rajasthan showed that the evaluation and monitoring process/mechanism adopted was quite good. Monitoring of NFE centers and training camps for project officers, supervisors and instructors was done by the officers of NFE Unit of the SIERT and also by the officers of the Directorate of Literacy & Continuing Education, Jaipur. The NFE Unit of the SIERT had developed a performa for monitoring and evaluation of NFE programme by different levels of functionaries. The feed back data were used to access the strengths and weaknesses of NFE programme.

As the data indicated the SIERT faced no problems in the evaluation and monitoring of NFE activities. However, the NFE functionaries were facing many other problems especially in respect of the honorarium of instructors and supervisors.

The SIERT has given suggestions for enhancement the honorarium of instructors and supervisors The other suggestion was provision of building and playground for NFE centers

3.12 R Networking

Networking is an important component for keeping liaison with various institutions, organisations and individuals for effective implementation of a programme This process is extremely vital from the point of view of maintaining balanced relationship between various institutions and individuals and the SIERT Rajasthan has established a network with both institutions and individuals. At the institutional level the networking has been done with the Directorate of Literacy, DRUS of DIET, Voluntary Agencies/NGOs, Directorate of NFE Mass Education, Directorate of Adult and Continuing Education and Extension, Panchayati Raj Institutions, UNICEF, and various Teacher Training Institutions. At the individual level SIERT has established networking with Assistant Directors of NFE (AD/NFEs) The Directorate of Literacy, Jaipur plans the budget for training of NFE functionaries as well as other programmes of the SIERT Academics guidance is provided to the NGOs as and when they request for it. The SIERT also provide academic guidance to

DRU established under the NGO Sector The SIERT also conducts the training programme for the NFE instructors and supervisors The programmes are conducted through the DRU facilities of DIETs at the Governmental level

However, no information was provided about the networking of SIERT with the UNICEF

3.13 R Future Plan

The NFE faculty members faced the major problems in the field of training while implementing the NFE programme. As per the information available from SIERT the training was less diversified as well as less productive Due to lack of adequate finance for residential training. However, in material development and the SIERT suggested that for effective implementation

The following areas should be focussed -

(a) The teachers of formal schools may be entrusted with the duties of supervisors This would help to streamline the organizational structure

(b) Changes in the training methods and duration of training

(c) Changes in frequency of supervision and timetable of supervisors

(d) More research activities needed especially, in areas of action research as well as evaluative studies

(e) The findings of such research studies should be widely disseminated for effective implementation of NFE programmes

Chapter4 – Analysis of Qualitative Data from District level Agency (ADNFEs)

INTRODUCTION

The Assistant Director of Non-Formal Education (AD/NFE) is an important officer at the District Level for implementation of NFE programme The supervisors working for the Non-Governmental Organizations (NGOs) in the field of NFE and Project Officers of both GO and NGO Sectors are accountable to AD/NFE and submit the reports of visits of NFE centers under their jurisdiction to the AD/NFE

The AD/NFE is the In-charge of the NFE programme at the District Level He/she is supposed to visit regularly NFE centers at random to get first-hand information on the functioning of NFE centers

As a District Level resource person he/she also acts a liaison officer between the faculties of NFE Units of SCERT/SIERT/SRC on one hand and on the other hand various functionaries working in governmental institutions and in NGO sectors involved in the implementation of the NFE programme

The most important responsibility of AD/NFE is to provide information about the recent developments in the field of NFE including innovations in methods and materials to the supervisors and instructors He/She is therefore, a very important and vital link in the implementation chain

The questionnaire seeking information from AD/NFE was designed keeping in view the assigned roles and responsibilities his/her and own perception about these

The major aspects on which the questionnaire sought information were obtained related to the following

- Awareness of AD/NFE on Policy about NFE Scheme, (Section A, comprising items 1 to 3)
- Measures adopted for implementation of the NFE Scheme, (Section B, items 4 to 7)
- Financial and other Support, (Section C items 8 and 9)
- Training (Section D, items 10 to 15)
- NFE Curriculum and Instructional Materials (Section E, items 16 to 21)
- Scheme of Pupil Evaluation (Section F)
- Monitoring and Supervision (Section G, items 22)
- Fulfillment of Objectives of NFE Programmes (Section H, items 23 to 25)

Problem Faced for Effective Implementation (Section I, items 26)

This questionnaire was used for both Bihar and Rajasthan for obtaining information from the selected District Level Officer, i.e. Assistant Director of Non-Formal Education (AD/NFE)

The data obtained from Assistant Director of Non-Formal Education (AD/NFE) from Bihar is given in the following pages:

AD/NFE BIHAR

4.1 B Identification Data

Assistant Director of Non-Formal Education, district Patna, Bihar has been working as a district level officer for implementation of NFE programme for the last 5 years. His educational qualification is B.Sc and he did not have any professional qualification/experience

4.2 B Policy about NFE Scheme (Section A)

Under this section information was sought about the knowledge of AD/NFE regarding guidelines for implementation of NFE Scheme, aims and objectives of NFE programmes; and his/her views on the effectiveness of the present scheme.

The information obtained showed that awareness of AD/NFE about the Scheme of Non-Formal Education was satisfactory He had obtained the relevant information about policy guidelines from the State Education Department. According to him the NFE Scheme had one major objective, that is, realization of goals of Universalization of Elementary Education through NFE programme He stated that the NFE Scheme is less effective due to lack of proper supervision and monitoring. Another reason stated by him was delay in release of honorarium and irregular supply of teaching learning materials.

4.3B Measures Adopted for Implementation of the Scheme.

This section comprised items 4 – 7 which sought information about the different measures adopted for effective implementation of the NFE Scheme at the State Level. The item no 4 sought information regarding processes involved in implementation of NFE Scheme and item no. 5 sought information about the teaching-learning materials and other facilities that has been provided by the Directorate of Education/ SCERT/SRCs The item no 6 sought information on infrastructural facilities available at the NFE center and item no. 7 asked the reasons for non-availability of these infrastructural facilities at the NFE centers.

The information received revealed that AD/NFE was not aware of the processes involved in implementation of NFE Scheme at the States level However, he had knowledge about materials/facilities provided by Directorate of Education/SCERT/SRCs to the NFE center He also had knowledge about the working guidelines for running NFE centers; financial assistance, instructional materials, other teaching-learning materials According to him all these infrastructural and other facilities were not available in all the NFE centers under his jurisdiction The reasons for non-availability were lack of finance and lack of communication among different agencies involved in the process of implementation

4.4 B Financial and other Support (Section C)

The items 7 and 8 sought information on this aspect. The AD/NFE was aware that the grants for running the NFE centers are received from MHRD and the State Education Department

4.5B Training (Section D)

Section –D comprised item nos 11 to 15 seeking information about training package prepared for different levels of functionaries and number of DRUs, which have received orientation/ training from State Resource Center, Bihar

The data revealed that the AD/NFE had knowledge about training packages developed by the state for different levels of functionaries. However, he was only aware of training received by the DRU faculty in his district and training /orientation was given by the NFE faculty of the personal to State Resource Center (SRC) only one DRU was given orientation by the SRC

4.6B NFE Curriculum and Instructional Materials (Section E)

Item nos. 16-21 sought information on NFE curricular and instructional materials. As per the information given by the AD/NFE the state had prepared a separate curriculum for NFE learners. The total instructional time allotted for completing primary level curriculum is 1200 hrs

The curriculum has been prepared taking into account the academic objectives, social objectives including national objectives and objectives relating to health and hygiene. The subjects included in the curriculum are language, mathematics, natural science and social science. A variety of teaching-learning materials were used for transacting NFE curriculum, such as, textbooks, modules, workbooks and supplementary readers

The AD/NFE was quite satisfied with the curriculum. However, a few suggestions were given for improvement of curriculum and instructional materials. For example, it was suggested that though the curriculum is MLL based, it might be improved by clubbing similar competencies together and suggesting common transactional strategies

4.7B Scheme of Pupil Evaluation (Section F)

Adoption of a Scheme of Continuous and Comprehensive Evaluation of Pupil's Achievement has been suggested in the implementation guidelines of NFE Scheme. Thus, it essential that such a scheme is designed both for cognitive and non-cognitive areas of learning. The NFE learners are expected to achieve same MLLs as expected of formal school children. For mastery of competencies diagnosis and remediation has been built into the evaluation scheme.

However, the information received from the AD/NFE was silent on this important aspect. The data revealed that evaluation of pupil's achievement is done only after six months, i.e., after completion of one semester. There were no procedures for formative evaluation and ensuring attainment of competencies. It can, therefore, be concluded that serious efforts need to be taken up at the State level to equip the instructors to develop tools, techniques and procedures for evaluation of learning out comes of NFE learners

4.8B Monitoring and Evaluation (Section F

Item No 22 sought information on strategies adopted for monitoring, supervision and programme evaluation The AD/NFE is key officer at the district level for supervision, monitoring and evaluation of the NFE programme. For successful implementation and monitoring it is necessary to adopt a variety of strategies from time to time for collecting benchmark data and feedback data for effective monitoring and for making mid term correction in implementation of the programme.

The information available from the AD/NFE indicated that he had resorted to reporting to various functionaries as a strategy for monitoring The monitoring was done technique of written through monthly progressive reports, yearly progressive report, inspection and survey. However, no details were available regarding what happens to the feedback data received from various functionaries for purpose of monitoring and evaluation of the programmes including adoption of mid term correction.

4.9B Fulfillment of Objectives of NFE Programmes (Section H)

Items numbers 23, 24 and 25 related to ADNFE assessment on the fulfillment of objectives laid down by the SIERT for implementing the NFE programmes. These were NFE as a strategy for achieving goals of UEE, which included universal access, universal enrollment; universal retention learner's achievement and thus improving the quality of education

As per the information given by AD/NFE, it was reported that the NFE Scheme as implemented in Bihar was able to fulfill all the above mentioned objectives, only partially. A lot more effort should be made to improve the implementation of the programme.

4.10B The Problems Faced for Effective Implementation (Section I)

Item number 26 sought information regarding the problems faced by the AD/NFE for successful performance of his or her role The information available indicates that most important problems faced by AD/NFE is that the local agencies do not cooperate for effective implementation of the scheme in the state. Some problems mentioned by AD/NFE were delay in distribution of honorarium; non-availability of teaching-learning materials, lack of financial aid for training for instructors

ADNFE Rajasthan

4.1 R Identification Data

Assistant Director of Non-Formal Education, dist udaipur, Rajasthan has been working as a district level officer for implementation of NFE for the last 3 years His educational qualification is MSc, Med. He also has professional experience and has completed short-term course in computer (21days.)

4.2 R Policy about NFE Scheme (Section A)

Under this section information was sought about the knowledge of AD/NFE regarding guide-lines for implementation of NFE Scheme, aims and objectives of NFE programmes; and his/her views on the effectiveness of the present scheme.

The information obtained showed that AD/NFE was quite aware about the scheme of Non-Formal Education. He had obtained the relevant information about policy guidelines both from Ministry of Human Resource Development, Govt of

India as well as from the State Education Department. According to him the NFE Scheme has two major objectives. These are realization of the goals of Universalization of Elementary Education (UEE) and helping the NFE learners to achieve the Minimum Levels of Learning (MLLs). He stated that the present Scheme of Non-Formal Education was being implemented quite well.. However, no reason was given in support of his answer.

4.3R Measures Adopted for Implementation of the Scheme (Section B)

Section B comprised items 4 to 7. This section sought information about different measures adopted for effective implementation of the NFE Scheme at the State Level The item no. 4 sought information regarding the processes involved in implementation of NFE Scheme and item no. 5 sought information about the teaching-learning materials and other facilities that has been provided to the NFE centers by the Directorate of Education /SCIERT/SRCs. The item no. 6 sought information on infrastructural facilities available at the NFE Center and item no. 7 asked the reasons for non-availability of these infrastructural facilities in the NFE centers.

The Information received on all the aspects mentioned above revealed that AD/NFE some aware of the processes involved in implementation of NFE Scheme in the States For example, he had knowledge of materials/facilities provided by Directorate of Education/SCERT/SRCs of the NFE centers. These included working guide-lines for running NFE centers, financial assistance, instructional materials; other teaching-learning materials, etc. As reported by him all these infrastructural and other facilities were available in all the NFE centers under his jurisdiction However, he was not aware of other administrative steps and strategies adopted for implementation of the Scheme at the State level

4.4 R Financial and other Support (Section C)

The item numbers 8 and 9 sought information about the extent to which the AD/NFE was aware the financial support received for running NFE centers. The information obtained showed that he had knowledge about the financial support/grants received from MHRD and from the State Education Development. The criteria for allocation of funds to different NFE centers were based on educational backwardness of the area

4.5 R Training (Section D)

Section D comprised item numbers 11 and 12 seeking information about training package prepared for different levels of functionaries including the faculty of the DRUs who received orientation from SIERT.

The data obtained revealed that AD/NFE had knowledge about training packages developed by the State. As reported only one DRU was given orientation by the SIERT. He was not aware of position in other district.

4.6R NFE Curriculum and Instructional Materials (Section E)

As per the information given by the AD/NFE the state has no separate curriculum for NFE. The same curriculum prepared for the formal schools is used for the NFE learners as well. However, there are separate teaching-learning modules prepared for transaction of the instructional materials. The curriculum, teaching-learning materials and Training Manual for Instructors have been developed by the SIERT. Duration of the teaching hours varies between two hours to two and a half-hours daily. AD/NFE was quite satisfied with the curriculum and no comments were received for improvement of curriculum and instructional materials.

The curriculum has been prepared taking into account the academic objectives, social objectives including national objectives and objectives relating to health and hygiene. Subjects included in the curriculum are language, mathematics, natural science, and social science A variety of teaching-learning materials are used for transacting NFE curriculum such as, textbooks, modules, workbooks and supplementary readers.

4.7R Scheme of Pupil Evaluation (Section F)

Adoption of a 'Scheme of Continuous and Comprehensive Evaluation of Pupil's Achievement' have been suggested in the guidelines for implementation of NFE Scheme. Thus, it is essential that such a Scheme is designed both for cognitive and non-cognitive areas of learning The NFE learners are expected to achieve same as identified for children of formal primary schools Inherent in the concept of the Minimum Levels of Learning (MLLs) of attainment and mastery of essential competencies. For enabling the children to attain mastery of competencies diagnosis of learning difficulties and adoption as the remedial teaching are needed. These should be built into the Scheme of evaluation.

The data presented here was silent on this vital aspect. Only information received on evaluation of pupil's achievement indicated the learners were evaluated after every six-month, i.e., the end of the semester.

It can therefore be concluded that the State should initiate action on strengthening this vital aspect and equip the instructors adopt effective scheme of pupil's evaluation.

4.8R Monitoring and Evaluation (Section F)

Item no.22 sought information about the strategies adopted for monitoring and supervision of the programme Assistant Director of Non-Formal Education is key officer at the District Level for supervision monitoring and evaluation of implementation of NFE Scheme. Thus, for successful implementation and monitoring work it is necessary to adopt variety of strategies from time to time to collect benchmark data and feedback data.

The information available from the AD/NFE indicated that he had resorted to reporting from various functionaries on strategy for monitoring. The monitoring was done through Monthly Progress Reports, Quarterly Progress Report, Inspection and Survey. However, no detail was available regarding what happens to the feed back data received from various functionaries for purpose of monitoring and evaluation of the programmes. Thus monitoring and supervision was regarded as a weakest link.

4.9R Fulfillment of Objective of Non-Formal Education (Section H)

Items numbers 23, 24 and 25 related to the fulfillment of objectives laid down by the SIERT for the NFE programmes These were NFE as a strategy for achieving goals of UEE, such as, Universal Access, Universal Enrolment; Universal Retention/Achievement, and felt that improving quality of education.

As per the information received, AD/NFE felt that the NFE Scheme as implemented in Rajasthan is able to fulfilled all the above mentioned objectives quite effectively.

4.10R The Problems Faced for Effective Implementation (Section I)

Item number 26 sought information regarding the problems faced by the AD/NFE for successful performance of his or her role

The information available indicates that most important problems faced by AD/NFE is that the local agencies were not cooperating in effective implementation of the Scheme in the State.

CHAPTER 5 -ANALYSIS OF QUALITATIVE DATA FROM BLOCK LEVEL ORGANISATION -NFE SUPERVISORS

INTRODUCTION

Effective monitoring and supervision is required for the success of any programme and for the implementation of any programme at the grass-root levels. It is extremely crucial to have a proper and well organized system of monitoring and supervision A supervisor therefore, is a crucial link between the NFE Instructor and district level officer ADNFE. A supervisor has many roles to play However, the manpower available with the State Government is so scarce and the numbers of NFE centers to be supervised are so many that is not possible for one supervisor to effectively supervise a large number of Non- Formal Education at the block level centers A supervisor is a multi purpose worker He/ she is not only responsible for providing training to the instructor and give him academic guidance but also provide all infrastructural and other facilities to NFE center Beside supervision, he/she also helps in evaluation and monitoring of the progress of a NFE center The project officer passes all the important information to the instructor through the supervisor They also help in evaluation and monitoring of the progress of a NFE Center and chalks future plan The project officer passes all the important information to the instructor through the supervisor The supervisors of different NFE Center exchange information with each other about strengths and weakness their own centers They also recording pupil's progress and obtaining advise the instructors on the techniques of evaluation, feedback for improving transactional strategies They are responsible for regular supply of teaching aids and instructional materials

In the administrative restructuring of NFE, the most important place belongs to supervisor on whom depends, to a great extent the quality of the programme. Keeping in mind the major roles and responsibility of a supervisor and his/ her own perception of the same, the questionnaire sought information on background, educational qualification, experience and training studies date The tool also sought information other, vital issues such as details of NFE center allotted for supervision, frequency, purpose, criteria and time spent on supervision, dischang of various academic and administrative responsibility, etc In all thirty-nine, items were used to obtain information

The filled-in questionnaires were received from Rajsamand, 5 supervisors working in udaipur, district of Rajasthan In Bihar and Haryana there are no NFE supervisors at the below level Therefore, no information could be obtained The data obtained from Rajasthan are described below

Item nos. 1-7 related to identifying information The data obtained is consolidated and presented in Table 5 1R

Table –5.1 R Item no.. 1-7 (Consolidation of Identifying Information) Educational Qualification, Professional Training and Experience of Supervisors.

Sl. No.	Educat-ional Qualifi-cation	Professional Qualification	Experience as Supervisions	Training of Supervision		
				Institution	Year	Duration
1	10th Pass	Sewing Knitting	5 Years	DIET	1991-99	Not given
2	12th Pass	Agricultural Farming	10 Years	DIET	1991-96	15 days, 2 times in a year & 10 days in a year
3	10th Pass	Agricultural Farming	4 Years	DIET	1996	10 days
4	12th Pass	Agricultural Farming	10 Years	DIET	1991-99	15 days training twice in 1991 & other are 10 days training
5	10th Pass	Not given	2 Years	SCERT	Not given	10 days

The data present in Table 5 1R contains information in respect of educational qualification, professional qualification, experience of working as a supervisor, and training status of supervisors The data showed that out of five supervisors two had passed class 12th and 3 had passed class 10th All of them had acquired professional qualification, one in sewing and knitting and 3 in agricultural farming, one supervisor did not respond Experience of working as a supervisor varied from a minimum of 2 years to a maximum period of 10 years The supervisors were trained by SIERT and DIETs. The duration of the training programme varied. The minimum period of training was 10 days but the usual pattern was 15 days training twice a year in 1991 followed by 10 days training in each year **Thus it can be concluded that the training input was quite sufficient.**

Item nos 8-10 sought information on number of NFE centers allotted to each supervisor, location of such centers, distance of each center from supervisor's office, maximum distance between two centers supervised

Table No 5.2 R Information about NFE Center.

Sl No of supervisor	Total no of NFE Centers allotted to each Supervision	Rural	Urban	Name of the Block	District	Distance of NFE Center		Maximum distance between to NFE centers supervised
						Maximum	Minimum	
1	10	10	0	Panchyat Samiti	Udaypur	9 Km	7 Km	2 Km
2	8	8	0	Not given	Do	13 Km	7 Km	3 Km
3	15	14	1	Panchyat Samiti	Do	13 Km	2 Km	4 Km
4	12	12	0	Bhindal	Do	20 Km	0 Km	5 Km
5	10	10	0	Not given	Do	30 Km	25 Km	10 Km
Average						17 Km	8 Km	5 Km

Table 5 2 R gives information about No of NFE Centers allotted to each supervisor, their location and distance from the office of the supervisor

The data presented in the above table showed that on an average each supervisor was allotted 8-15 NFE centers These centers were located in urban area Information received was consolidated and presented in Table 5 2 R

Distance travelled by a supervisor for visiting NFE centers varied Maximum distance travelled was 30 Km and minimum 2 Kms The distance between two NFE Centers also varied from 2 to 10 Kms

The data presented above clearly shows the reality of the field A supervisor has to travel a long distance to visit the NFE center He/she also cannot cover more than one or two center during course of a single visit

Item nos 11 sought information on frequency of supervision The data is presented in Table 5 3 R

Table 5. 3 R: - Frequency of Supervision

	Yearly	Half Yearly	Quarterly	Monthly	When necessary
Supervisor	1	0	2	2	0
	1	--	0	2	0
	1	0	0	2	0
	1	0	0	1	0
	1	0	0	1	1
Total	5	0	2	9	1

Table 5 3 R shows periodicity of supervision The data on periodicity of supervision showed that every supervisor visited NFE Centers once in a year All supervisors also visited each NFE Center at least twice in month, however, one supervisor reported twice monthly and twice quarterly visit It is interesting to note that one supervisor indicated that he/she visited the center whenever needed Apart from annual visit all of them visited NFE Center twice in a month

Item no 12 sought information on purpose of supervision The data obtained is consolidated and presented in Table 5 4 R

Item no 12- 14 sought information- purpose of supervision minimum and maximum number of visits

Table 5.4 R Purpose of Supervision

Sl No of supervisor	Educational direction and academic guidance	Encouragement to instructors & parents	Evaluation of progress of learners as well as the instructors
1	Yes	Yes	Yes
2.	Yes	Yes	yes
3	Yes	Yes	yes
4	Yes	Yes	yes
5	Yes	Yes	Yes
Total	5	5	5

Table 5 4 R gives details regarding purpose of supervision The responses received from all five supervisors reveal that purpose of supervision as conceived by them was mainly to provide educational direction and academic guidance to the instructors on the different aspects of pedagogy of NFE These included providing guidance on new methodology of teaching, techniques of evaluation of pupil's achievements, improving the teaching strategy of instructors Besides, the supervisors also provided for motivation and encouragement to NFE learners, and their parents However, they reported that they were not given any specific criteria for carrying out the supervision work.

From the above analysis it is very clear that the supervisors have different perception about weightages to be given to different aspects of supervision The data further revealed that one-supervisor visits maximum 11 NFE centers and minimum 6 NFE centers Another supervisors reported of visiting maximum 10 centers and minimum 5 centers while other visited maximum 30 centers and minimum 10 centers Besides above four supervisors have also mentioned that they visited the some of the NFE centers on special occasion, such as, Independence Day and Republic Day

Item no 15 sought information on objectives and purpose of supervision as perceived by the supervisor in order of preference. The data is presented in Table 5 5 R

Table 5.5 R Preference given to aim of supervision (weightage)

Sl. No. of supervisor	Supervision of teaching learning according to time table.	Solving the problems of instructors.	Guiding instructors in teaching Learning method	Checking the availability of learning materials.	Checking the attendance of the learner.	Assessment of the record available in NFE Center.	Ensuring adequat cooperation fron the community
1.	2	1	3	6	5	6	7
2.	2	1	3	6	5	6	7
3	3	2	1	5	6	7	7
4	DID NOT RESPOND						
5	3	4	2	5	6	7	8

Item no. 16 sought information on average time spent by the supervisor in each NFE center.

The response to the Item 16 revealed that all the supervisors spent at least one hour to two hours in the NFE center on every visit The data also indicated that some of the NGOs such as,'Rajasthan Bal Kalyan Samiti' and Rajasthan Vidyepeeth' here their own supervisors All supervisors are expected to report the progress of NFE centers to the AD/NFE The supervision of the NFE centers run by the Government is done directly by the AD/NFE **Thus it is clear from the analysis of data at hand that there exist a reasonable network of institutions for monitoring and supervision at the District level in Rajasthan.**

Table 5.6 R gives the consolidation of Item no 17, which sought information on roles, and responsibilities of supervisors as perceived by him/her

Table 5.6 R Responsibilities of Supervisors in order of priority

Sl No of supervisor	Maintaining the coordination between P.O & instructors	Providing guidance to the instructor on teaching-learning method as a resource person.	Motivating instructors and NFE learners	Motivating the learners for regular attendance	Ensuring cooperation from the Community	Checking the records of the center	Any other
1	2	3	4	6	5	1	7
2	3	4	6	2	1	5	7
3.	1	2	6	4	3	5	7
4	3	4	1	5	7	2	6
5	6	5	2	7	4	1	3

Analyses of data of the above Table 5 6 R indicates the following. -

(I) All the five supervisors gave priority to the fact that they act as a link between the project officer and the instructor Out of five supervisors two supervisors had given first and second priority to it, two had given third priority and one had given sixth priority to it.

(ii) Two supervisor had given fourth priority to providing guidance to the instructors on teaching-learning method as a resource person while one supervisor each had given second, third and fifth priority to the above mentioned aspect/ work

(iii) One supervisor each had given first, second and fourth preference to motivating the NFE learners and instructors while two have mentioned it as sixth preference.

(iv) There was no unanimity in the opinion of the supervisors on the fact of motivating the learner to ensure increase in attendance. Each supervisor had given different priority to it The priority given by them were second, fourth, fifth, and seventh

(v) Similarly there was no unanimity of opinion among supervisors on the issue of ensuring cooperation from the community.

(vi) Two supervisors each have given first and fifth preference to checking records at the NFE Center, while one gave second priority to this aspect.

The above preference indicated following:

- **There is no unanimity in the order of preference of role and responsibilities of supervisors.**
- **Supervisors are interested to act as a link between the higher authority and the instructors. They perceived their role in solving academic problems of instructors and assessing progress of learners as important areas of intervention**

Item no 18 sought information on preferences indicated by the supervisors on providing academic guidance and enhancing professional capabilities of instructors. The data obtained is given in Table 5 7 R

Table 5.7 R Academic Guidance and Professional Capabilities of Instructors

Sl. No of super visor	Guidance on teaching Language, Math and Evs	Innovative teaching method.	Activities in and outside the classroom	Techniques of peer group learning	Management of NFE Center	Assessment of pupil's achievement
1	1	2	3	3	4	6
2	6	5	1	4	3	2
3.	3	4	5	2	1	6
4	3	5	1	4	6	2
5	1	4	3	5	6	2

Table 5 7 R presented the consolidation of information in respect of order of preference that supervisors perceive as their role The data presented in above Table reveal the following roles perceived by the supervisors

- Providing guidance to the instructors in academic matter including teaching of Language, Maths and Environmental Studies was given first preference by two supervisors, two supervisors gave it third preference only one gave it last preference

- Providing pedagogic help to instructors in teaching methodology was given second preference by one supervisor and two each gave it third and fourth preference respectively
- Extreme low priority was given to their perceived role as communicator inside and outside the classroom
- Effective management of NFE Center was given first, second and fourth in order of preference by one each while two supervisor gave it last preference
- Collection of information and assessing achievement of pupils was given second preference by three supervisors and last preference by two supervisors.
- Emphasis on peer group learning was accorded second and third preference by two supervisors, two supervisors gave it fourth preference

Item no 19 sought information on role of supervisors in distribution of various teaching-learning materials including curriculum, Instructor's Manual, Instructors Guide, etc The data is presented in Table 5 8 R

Table 5.8R Role of Supervisors in Distribution of Curricular Materials.

Sl. No.	Items	Distribution Information	Provision Information	Analyse and Explain
1	Curriculum	3	2	3
2	Instructor's Manual	2	2	2
3	Instructional Material	2	2	3
4.	Instructor's guides books if any.	4	1	2
5.	Pupil's Achievement Test	3	4	3

The analysis of data of Table 5.8 R indicates the following

(a) All supervisors, except two distributed the NFE curriculum, Instructor's Manual, Instructional Materials, etc to the NFE center Two supervisors also provided information about the content of curriculum and three mentioned that they also discussed and explained the content of the curriculum and instructional materials to the instructors

(b) Two supervisors each distributed and also explained the content of the Instructor's Manual

(c) Two supervisors' distributed the instructional materials and provided information about it and three had discussed about the instructional materials with the instructors.

(d) Four supervisors had indicated that they distributed Instructor's Guide, one provided information on it and two of them helped in the analysis and explanation of the Instructor's Guide book.

(e) Four supervisors had provided information about "Pupil's Achievement Tests" and three supervisors each were involved in the distribution, analysis and explanation of Pupil 's Achievement Tests

The above analysis showed that distribution of Instructor's Guide, distribution of curriculum and providing information on Pupil's Achievement Tests were major responsibilities carried out by the supervisors. Besides above information on content of NFE curricular materials and methods they also carried out some other duties.

Item no. 20 sought information on the procedure adopted by the supervisor to denote the progress of each NFE center in the Record·

The effective functioning of each NFE center is assessed every year Supervisors play a vital role in this assessment of NFE centers The evidence is kept in record The data on procedures adopted is given in Table 5.9 R

Table 5.9 R Methods adopted by the supervisors to denote the progress of the NFE Centers.

Sl. No.	Method used	Supervisors response				
		Supervisor 1	Supervisor 2	Supervisor 3	Supervisor 4	Supervisor 5
1.	Supervisor's Diary.	Yes	Yes	Yes	Yes	Yes
2	Printed/ proforma.	—	—	—	—	Yes
3.	None of these.	—	—	—	—	—
4.	Any other.	—	—	—	—	—

The data presented in the above table showed that all the five supervisors recorded the progress of the NFE Center in the Supervisor's Diary One supervisor also used printed proforma.

Item nos. 21 and 22 sought information and on training programme organized by the supervisors for instructors. The data obtained is consolidated in Table 5.10 R

Table 5.10 R Organization of the Training Programme for Instructors and the duration.

Sl of Supervisor	Direction of Training Programme			
	15 days	1 month	Once in a year	Twice in a year
Supervisor 1	Yes	No	No	No
Supervisor 2	No	No	Yes	No
Supervisor 3	Yes	No	No	No
Supervisor 4	No	No	Yes	—
Supervisor 5	No	No	No	Yes
Total	Yes	0	2	1

The table 5 10 R presented above shows that all the five supervisors organized training programmes for the instructors. The table also showed the duration of the training programme varied. Two supervisors informed that they conducted the training programme of fifteen days duration. Two cases supervisors organized training once in a year. But duration was not mentioned One supervisor reported that he organized training programme twice in a year

Apart from regular supervision, supervisors are also expected to help in overall developlment of the learners The information received on Item no 23-24showed that all the supervisors took up activities which helped in the overall development of the learners. These activities included giving model lessons, help in providing teaching-learning materials, solving the problem of the learners and creating awareness in parents.

Item nos. 25 –26 sought information on methods adopted by the supervisors to convey the progress of the NFE center to higher authorities.

The response received revealed that all the five supervisors discussed the progress of the NFE Center with the higher authorities. Three supervisors communicated it though supervisor's diary, one supervisor reported the same through monthly progress report, and two supervisors communicated face to face with concerned the project officer about the progress of NFE centers under their jurisdiction

Item nos. 27 sought information on the assessment of motivation of NFE Instructors. The supervisors have given their views about the level of motivation of the instructors. The data is presented in Table 5 11R

Table 5.11 R Motivation Levels of the Instructors.

Motivation Area of Instructors.	% of NFE Centers Visited.			
	25%	50%	75%	100%
Low Motivation	3	0	0	0
Average Motivation	2	0	0	0
High Motivation	1	2	1	0
Fully Dedicated	2	1	1	0

Table 5.11 R shows the response of the Supervisors on the Motivation Level of the Instructors The Analyses of data revealed the following·

(a) Three supervisors reported low motivation level of the instructors of 25% NFE centers visited, two reported average motivation level in 25% NFE centers visited, one reported the motivation level as high, while one supervisor reported that the instructors were fully dedicated in 25% NFE centers visited by him.

(b) Two supervisors reported high motivation level of the instructors of 50% NFE centers visited, one of them reported that the instructors were fully dedicated in 50% NFE centers visited

(c) One supervisor reported that high motivation level of the instructors of 75% NFE centers visited by him and one supervisor reported that the instructors fully dedicated in 50% NFE centers visited.

Item no. 28 – 29 sought information on the assessment of supervisions of innovative teaching-learning methods adopted by the instructors and their academic abilities

Table 5.12 Innovative Teaching Method Adopted by Instructors

Assessment if innovative teaching-learning method and academic ability of the Instructors.	Supervisor Response				
	Supervisor 1	Supervisor 2	Supervisor 3	Supervisor 4	Supervisor 5
Low	—	—	—	—	—
Average	—	Yes	—	Yes	—
Good	Yes	—	Yes	—	Yes
Very Good	—	—	—	—	—

Table 5.12 R depicts the assessment of supervisors in grading the instructors in respect of adopting innovative teaching methods and their academic ability. On a 4 point scale two supervisors gave average grade and three gave good. Hence the teaching-learning methods adopted by the instructors were found to be quite satisfactory

Item no 30 sought information to assessment of supervision on extent of knowledge of the instructors on Curriculum/Guide book; Evaluation tools and techniques, and teaching-learning materials.

The data received were consolidated and presented in Table 5.13 R

Table 5.13 R Knowledge of Instructors on Various Components of the Curriculum

Sl No	Instructor's knowledge on various curriculum; guide books, evaluation tools and techniques; and teaching-learning materials	Extent of Knowledge.			
		25%	50%	75%	100%
1.	Instructors know.	—	—	—	5
2.	Instructor know and able to explain the same	—	—	5	—
3.	Instructor do not know about the	—	—	—	—

Table 5 13 R showed that 100% instructors of the NFE centers knew about the curriculum guide books/; evaluation of tools and techniques of evaluation and teaching-learning materials prepared by the State Institute of Educational Research and Training for the NFE learners and were able to explain the same

Item no 31 sought information on Evaluation of the progress of the supervised NFE Centers. All supervisors except one informed that they evaluate the progress of NFE centers supervised them on the performance of learners, especially, the learners who complete the primary stage NFE and successfully pass the block level examination. Main streaming of NFE learners into formal system was thus a very important criteria. Besides the performance of children overall achievement of the center as indicated in monthly progress report was used in another important criteria.

Item no. 34-35 sought information on the special training /orientation received by the supervisors during last ten(10) years. The data received consolidated in Table 5.14 R

Table 5.14 R Training Status of Supervisors.

Sl. No.	Name of the training programme.	Year	Duration	Name of the organization holding the training programme.	Sponsoring Agency
1.	Refreshers training programme for supervisors.	1997 and 1999	10 + 10 =20 days	DIET	SIERT Udaipur
2.	Do	1997 and 1999	10 +10 = 20 days	DIET	SIERT Udaipur
3.	Do	1997 and 1999	10+10=20 days	DIET	SIERT Udaipur
4.	Do	1998	10 days	DIET	SIERT Udaipur
5	Do	1998	10 days	DIET	SIERT Udaipur

The data presented in Table 5.14 R showed that all supervisors received training during last ten years, it also indicated the year; duration; name of agency which provided training; and the sponsoring authority The data further revealed that three supervisors that received the training entitled "Refresher Training Programme for the Supervisor" for 10 days each in the year 1997 and 1999. The DIETs organized the programme under the supervision of Institute of Educational Research Training Udaiplur (SIERT) and two supervisors received training for 10 days during the year 1998

Item no 36 sought information on responsibility of supervisors in planing and implementation of education policies and programmes. Three supervisors had given the suggestion that they should be provided with special training in the field of educational and administrative policy matter.

Item no . 37 sought information on suggestion given by the supervisors regarding the training programme for enhancement of their professional capabilities

As evident from the responses received two supervisors suggested that training period should be for six months, while another supervisor suggested that at least one-month residential training should be organised One supervisor also suggests that training should be provided for effective collection of information for monitoring and programme evaluation.

Besides the above items, the supervisors were asked to give additional information for improvement of the implementation of the NFE programme (item 38). The suggestion received were under.

- Enhancement in honorarium.
- Provision of T.A
- To increase the frequency of supervision.
- Alternately providing bicycle facility for the field visit.

Major Findings

The analysis of the data on the questionnaires for supervisors revealed some interesting facts, which are as follows.

(i) The understanding of roles, functions and responsibilities of various tasks assigned to them varied from supervisor to supervisor.

(ii) The educational qualification and professional experience also varied which is the supervisor reflected in their understanding of the job requirement.

(iii) Though received on the job training regarding different aspects of their work, most of them felt that the training did not equip them with ability and skills required for effectively handling their job – lack of basic amenities was also pointed. Lack of well throughout criteria for supervision led to a lot of ad-hocism.

Conclusion: -

Based on the analyses and interpretation of the data received from the supervisors following conclusion can be drawn:

(1) Supervisory mechanism adopted by the State of Rajasthan for the implementation, monitoring and supervision of Non-Formal education Programme is very weak. The supervisors deal with large number of NFE centers run by Go sector and NGO sector are scattered over the entire block and a supervisor has to travel long distance. Hence time spent and quality of his weak suffers.

(2) Supervisor often have travel long distance from one NFE center to other To improve the frequency of supervision, time spent in the center, it is essential that they should be provided with basic traveling facilities such a TA/DA, provision conveyance, etc.

(3) There is no clarity among the supervisors about the purpose of various duties and responsibilities to be preformed by them. There is also no unanimity among the supervisor for accomplishing various tasks that has been assigned to them

(4) There is no mechanism for obtaining feed back data and for mid-term correction of implementation steps from state to district, to block to NFE center level. Thus two-way channel for monitoring and programme evaluation and subsequent improvement is the weakest ling in implementation chain. Concerted effort for improving the mechanism is needed.

(5) De- centralization of supervisory system at the block level as well as proper and timely training programme for the supervisors will definitely to improve the situation.

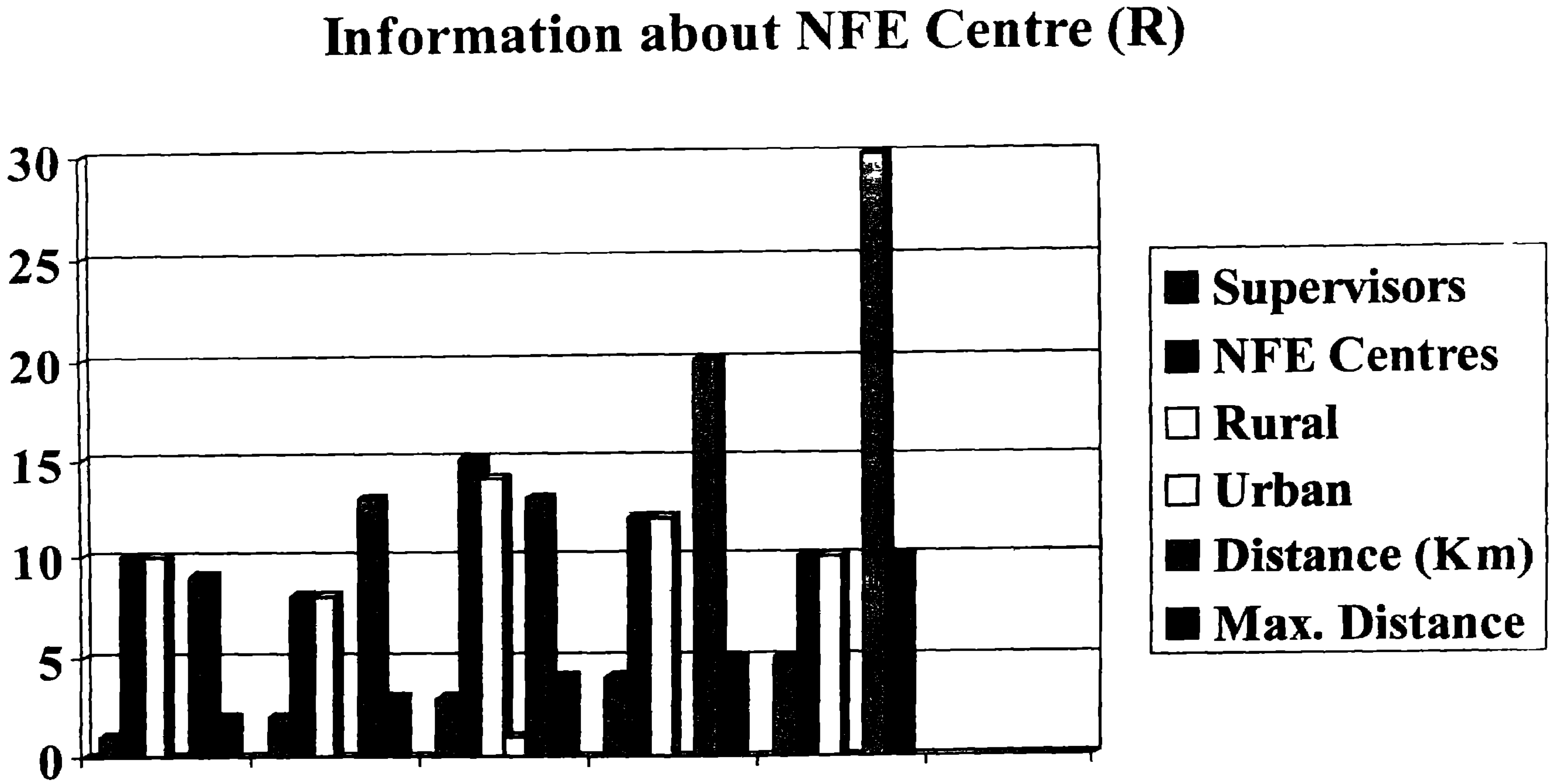

Information about NFE Centre (R)
30
25
20
15
10
5
0
Supervisors
NFE Centres
Rural
Urban
Distance (Km)
Max. Distance

Figure – 5.2 (R)

Responsibilities of Supervisors

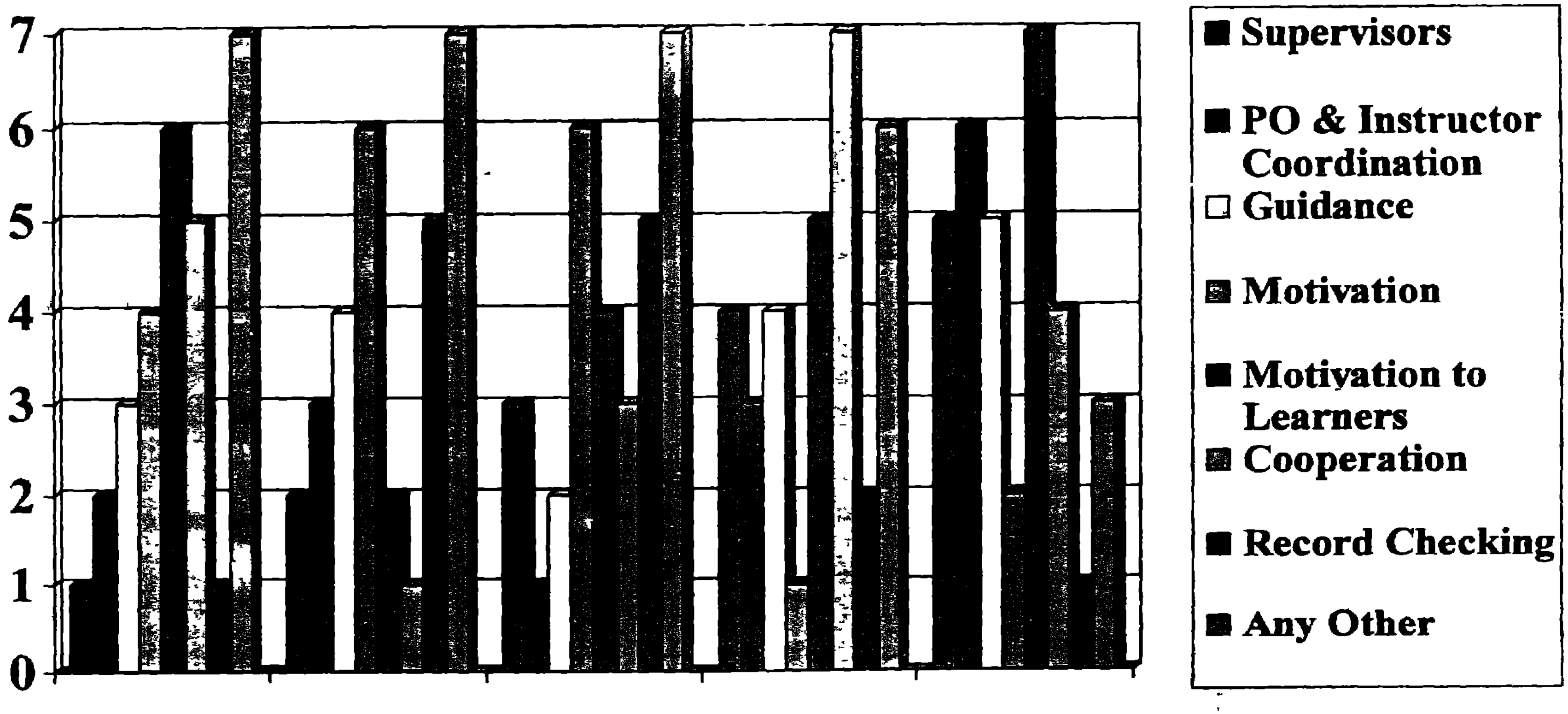


Figure – 5.6 (R)

Academic Guidance & Professional Capabilities of Instructors

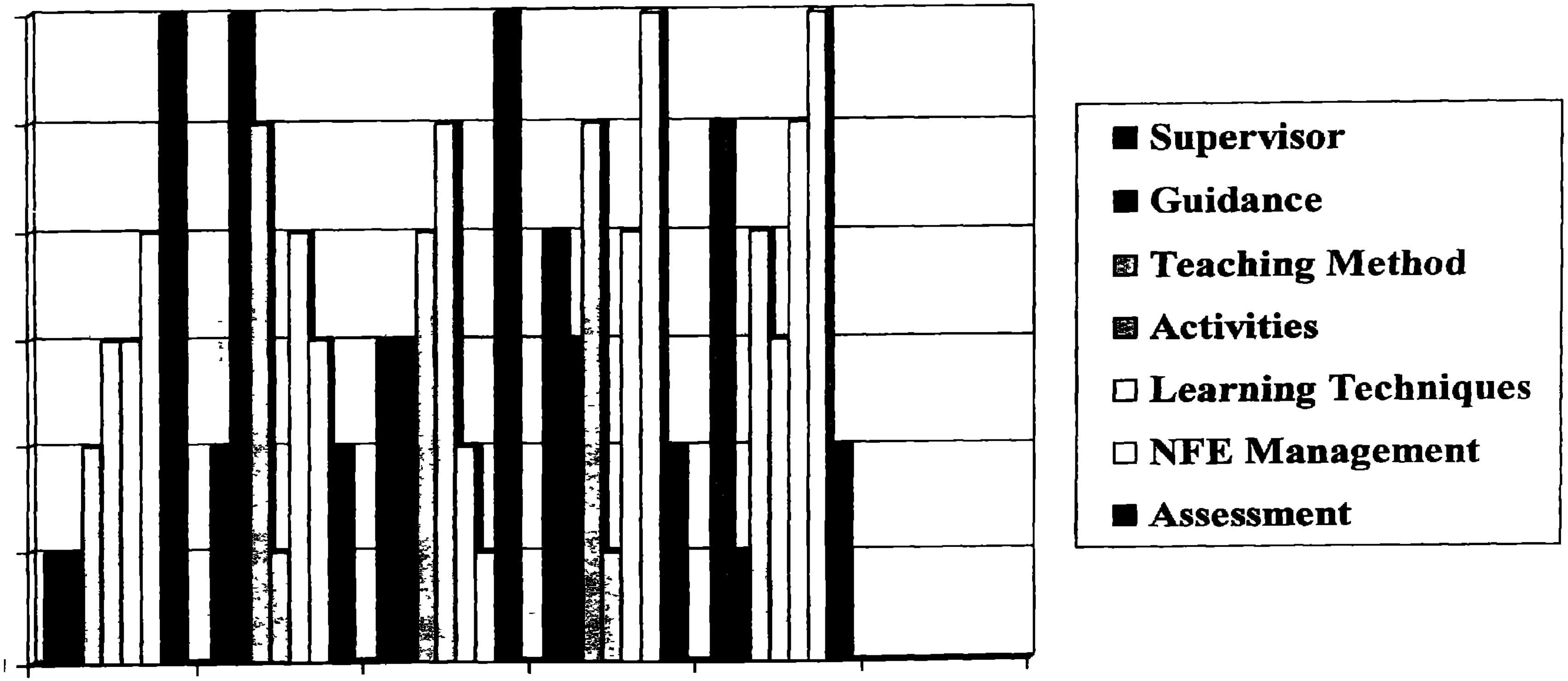
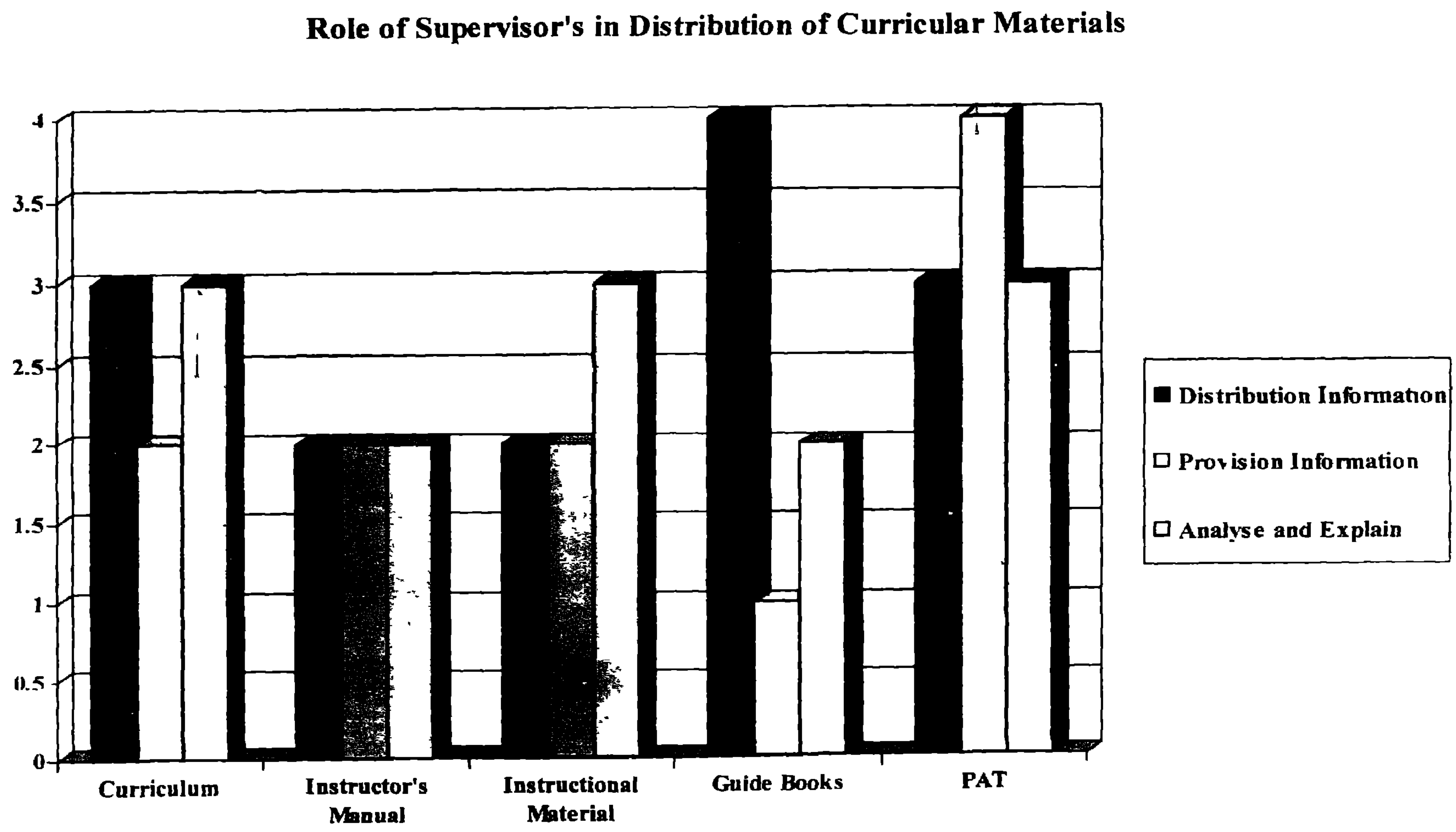


Figure – 5.7 (R)



Role of Supervisor's in Distribution of Curricular Materials

Figure - 5.8 (R)

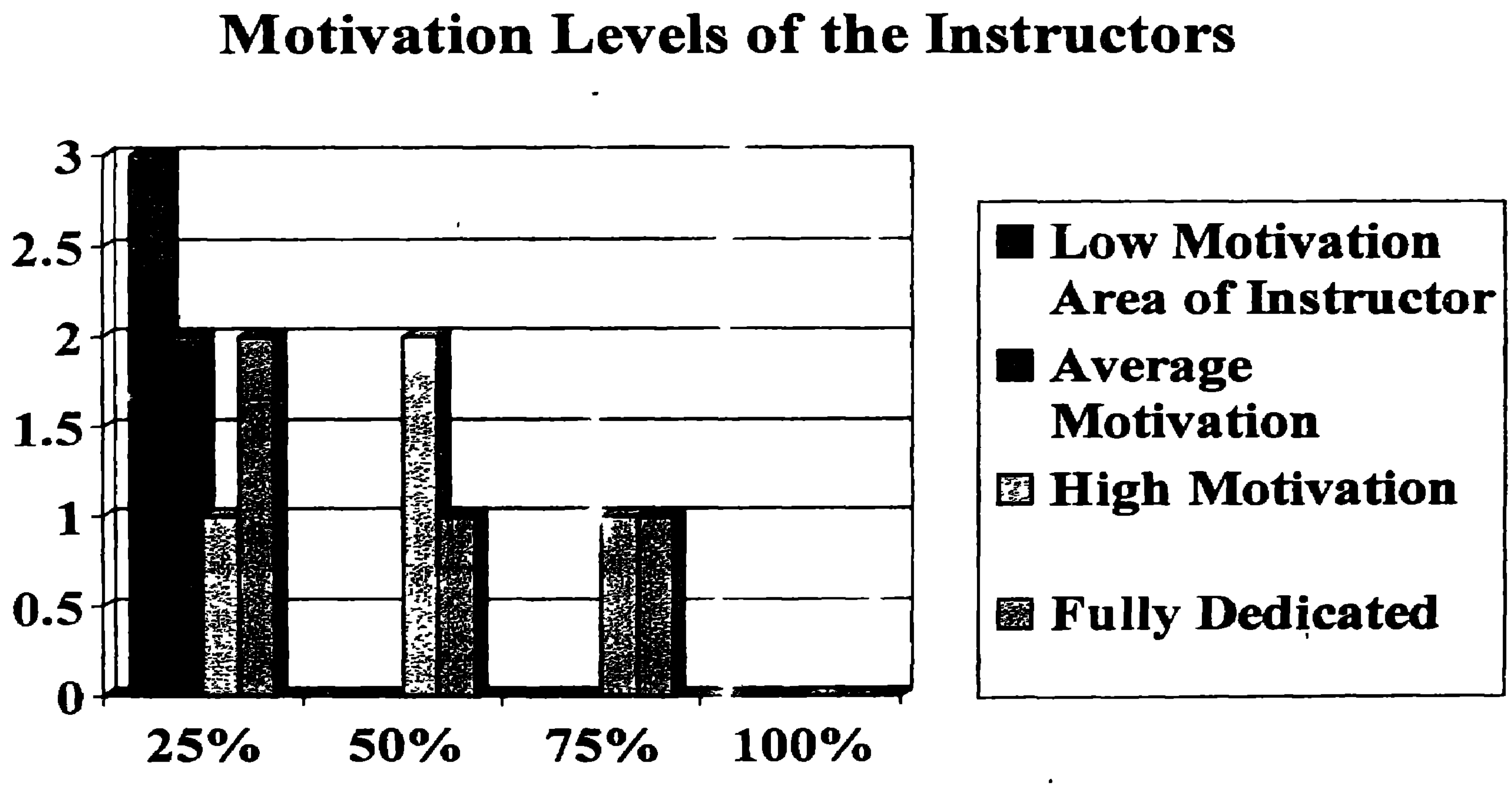

Motivation Levels of the Instructors
3
2.5
2
1.5
1
0.5
0
25%
50%
75%
100%
■ Low Motivation Area of Instructor
■ Average Motivation
▨ High Motivation
▩ Fully Dedicated

Figure – 5.11 (R)

CHAPTER 6 - STATUS PROFILE OF NGO

INTRODUCTION

During the Ninth Five Year plan as many as 227 new voluntary agencies were associated with the NFE programme. The NFE centers run by voluntary agencies have also gone up steadily to 38,000. These voluntary agencies have developed innovative strategies for teaching children in difficult circumstances and have developed learner specific and contextually useful learning materials They have also developed expertise for conducting community supported NFE programme and taken the initiative to supplement the academic component of the curriculum with vocational skill inputs, which are related to the local situation. A provision of Rs. 639,44/- crores is proposed for support to NGOs for running NFE programme during the Ninth Plan.

The Non -Formal Education programme implemented through the NGO sectors have proved that efforts of Non- Governmental Organizations can go long way in motivation the community at large to come forward in spreading basic education. To what extent these NGOs have been useful in implementing the NFE progremme effectively it was decided to study selected NGOs from the selected states.

The study for the NFE centers run by the NGOs was conducted only in two states viz. Haryana and Rajasthan. The NGOs that were selected in Haryana for studying the effectiveness of NFE programme were Lucky Education Society, Rohtak, Nav Yuvak Kala Sangam, Rohtak and Choudhary Prakash Truct, Gurgaon. In Rajasthan, the NGOs that were selected for the study were Rajasthan Mahila Vidyalaya, Udaipur, Rajasthan Bal Kalyan Samity, Jhadol and Rajasthan Vidyapeeth, Salumbur, District Udaipur,

The information was collected through structured questionnaire specially made for the NGOs. The questionnaire consisted of 33 items, dealing mainly with general information about the NGOs, number of NFE centers run by the NGOs, grants given to NGO by MHRD, steps taken for implementation of the NFE Scheme, preparation of instructional material for NFE centers, number of children enrolled in each NFE center, facilities available in NFE centers. Number of working days in a week and hours of instruction per day, training status of instructors types, evaluation of NFE children, teaching learning materials being used the in center, procedure adopted for certification of NFE children, difficulties faced in implementation of NFE Scheme and suggestions for enhancing effectiveness, mainstream of NFE learners into formal school, etc.

The items nos. 1-7 related to the identification data on each NGO. Item nos. 8-33 focussed on aspects mentioned above. The information received from NGOs of Haryana and Rajasthan is discussed below.

Profiles of NGO Haryana

Item no. 8 sought information on his quantum of grants received by NGO, Lucky Education Society from MHRD. The information received is given in Table 6.1 H

Table 6.1 H Quantum of Grants received from MHRD by Lucky Education Society.

Sl No.	Year of Grant	Amount Received	Amount Expended	Remarks
1.	1988-89	511800-00	553153-09	3% expended byV.A.
2.	1989-90	519000-00	527403-37	1 5% exp. by V.O.
3.	1990-91	480600-00	482457-06	0.40% exp. by V.A.
4	1991-92	479781-00	499235-35	4%exp. by V.A.
5.	1992-93	480318-00	485373-18	1% exp. By V.A.
6.	1993-94	776438-00	789351-92	1.5% exp.by V.A.
7.	1994-95	980759-00	1001165-75	2% exp. By V.A.
8.	1995-96	905091-00	927477-00	2.5% exp. By V.A.
9.	1996-97	856356-00	871931-00	1.75% exp. By V.A.
10.	1997-98	856005-00	875561-00	2.25% exp By V.A

The data presented in table 6.1 H shows that the NGO has been receiving grants from MHRD since 1988-89 to 1997-98. The data clearly supplementing the grants received from MHRD from its own resources NGO had all the details of grants received and amount expended are given in table above.

Item no. 9 sought information on steps taken by the NGO for implementing NFE programme. The data reveal that all the NGOs before taking up the NFE programme did a identification surveys; discussion with state level officers about implementing process of NFE Scheme in respect of:

- Development of curriculum including process and content.
- Development of Instructional materials.
- Methodology of Training of NFE instructors.

Item no. 10 sought information on preparation of instructional materials. The responses showed that the NGO prepared its own instructional materials. The data is given in Table 6.2 H

Table 6.2 H Instructional Materials used in NFE Centers

Sl No.	Textual/ Instructional materials	Subject (s)	Title(s)	Equivalents to class	Produced by	Year of publication
1	Text book	Hindi	'Likna padna sikhen'	Class I to III	In collo-bration with NCERT	1997
2	Text book	Ganit	Unit	-do-	-do-	1997
3	Training manual for instructors	All subject	'Anudeshek Sandershika'	Class 1-5	NCERT	1989
	Manual for supervisor/ project officer	—	'Paryaveshak Sandershika'	—	NCERT	1990
	Problems Book/work book	Hindi	'Sulekh Mala'	class 1-5	Prepared by NGO	1998

The item no. 11 sought the information about the total no. of children enrolled in NFE during the years 1994 to 1999. The data received is presented in Table 6.3 H

Table 6.3 H Number of Children Enrolled in NFE centers from 1994-99

	Year	Boys–						Girls						Total
Sl no.		SC	ST	OBC	Minority	Other	Total	SC	ST	OBC	Minority	other	Total	
1	1994-95	957	–	—	—	321	1278	1163	–	–	—	521	1684	2962
2	1995-96	870	–	—	—	242	1112	1056	–	—	—	499	1555	2667
3	1996-97	653	–	—	—	320	973	1198	–	—	—	417	1615	2588
4	1997-98	544	–	—	—	300	844	1067	–	—	—	447	1514	2358
5	1998-99	729	–	—	—	330	1059	1038	–	—	—	425	1473	2332

The data presented in Table 6.3 H showed that in 1994-95 there were 2962 children enrolled in the NFE centers run by the NGO. Out of this total, 1278 were boys and 1684 were girls. Out of 1278 boys, 957 were SC and 321 belonged other castes. There were no ST, OBC or minority category. Similarly, there were1163 SC girls and 521 girls belonged to other castes.

In 1995-96 total number of children enrolled were 2667, out of these 1112 boys and 1555 girls. Out of 1112 boys, 870 boys and belonged to SC and 242 to other castes. In case of girls 1056 were SC and 499 belonged to other castes.

During 1996-97 total numbers of children enrolled were 2588, out of which 973 were boys and 1514 girls. Out of total number of 653 were SCs and 320 were from other castes. Out of total number of girls 1198 SCs and 417 belonged to other castes.

In 1997-98, 2358 were enrolled of which these were 844 boys and 1514 girls. Out of 844 boys, 544 were SCs and 300 belonged to other castes. Similarly, out of 1514 girls 1067 were SCs and 447 belonged to other castes.

In 1998-99 total number of children enrolled were 2532, 1059 boys and 1473 girls. Out of 1059 boys, 729 were SC and 330 were from other castes. In case of girls 1038 were SCs and 435 belonged to other castes.

It is interesting to note that no information was given about enrollment of children belonging to ST, OBC and minority group if any as separate category.

The item no. 12 sought information about the number of gender-based NFE centers, i.e. NFE centers only for girls, NFE centers only for boys, mixed NFE centers and total no. of NFE centers run by the NGO.

The information given by Lucky Education Society shows that there 90 mixed centers are run by the NGO. There are no NFE centers separate for only boys or only for girls.

The item nos. 13 and 14 sought the information about the physical and academic facilities provided to NFE centers. The response given by Lucky Education Society is shown in the table 6.4 H

Table No. 6.4 H Physical & Academic Facilities of NFE centers

Sl. No	Physical facilities available at NFE Centers.						Academic facilities at NFE centers.			
	Drink -ing Water	Elect- ricity	Toilet & latrine	Lan tern	Play Ground	Space for learning activities	Text Book	Instruc -tional aid	Chalks, Charts and maps	Black board, etc.
Lucky Education Society	Yes	Yes	Yes	—	Yes	Yes	Yes	Yes	Yes	Yes

The information given by Lucky Education Society shows that there is the facility of drinking water, electricity, toilet/ latrine, lantern and space for learning activities in all the NFE centers run by the NGO. Among the academic facilities mentioned by the NGO, the NFE centers are provided with the texts books, instructional aid, black board, chalk, charts and maps. These centers were also have library facility.

Item no. 15 sought information about the number of working days in a week and hours of per day. The information is given in table no. 6.5 H

Table No. 6.5 H Number of Days and Hours of Instruction Per Day

Sl. No.	Days in week	Hours per day
Lucky Education society	6 day	2-1/2 hours

The response given by Lucky Education Society reveals the fact that the NFE center work for 6 days a week. Instruction time in each day is two and a half hours (2-1/2 hours). Thus there are 15 hours of instruction time in a week.

The item no.16 sought information regarding the number of instructors in NFE centers run by the Lucky Education Society and their educational qualification. The information is contained in table no 6.6 H

Table 6.6 H Number of Instructors and their Education Qualification

Sl. No.	Male	Female	8th to 10th pass	10th to 12th pass	Up to graduation	Any teaching diploma	Below
Lucky Education Society	02	88	---	02(male) 85(female)	--- 03 (female)	--- ---	--- ---

The response given by Lucky Education Society shows that there are total 100 instructors in their NFE centers. Out of which 2 are males and 88 are female. Both males instructors were 10th to 12th pass. Out of 88 female instructors 85 were 10th to 12th pass while 3 were graduates.

The item no. 17 sought information about the training status of instructors. The information is shown in Table no.6.7 H

Table 6.7 H Training Status of Instructors.

Sl No.	Level of Training		Type of Training				
	Pre-service	In-service	Process-based	Content based	Evaluation based	Days	No. of training per year
Lucky Education Society	No	Yes	Yes	Yes	Yes	20	20

Lucky Education Society has given information about the training status of instructors working in the NFE centers. The information shows that the NGO provides in-service, level of training to all its instructors. The training is process and content-based type. The duration of training is for 20 days and it is given twice in a year.

The item no. 18 sought information regarding training design and quality of training of NFE instructor. The information is contained in Table no. 6.8 H

Table no. 6. 8 H Content of Training Package.

Sl No.	Philosophy of NFE	NFE learners qualify-cation	Training of teaching learning process	Methodology					
				Child centered activity based	MLL based	Joyful learning	Content based	Procedure of Pupil evalvation	Content enrichment in Maths and Language
Lucky Education Society	Yes	Yes	Yes	No	Yes	Yes	No	Yes	Yes

The responses received showed that the content of training package for the instructors is quite comprehensive, the course content conclude; philosophy of NFE, NFE learner's characteristics, transaction of teaching-learning processes specific to

NFE learners, methodology and special emphasis on joyful learning and MLL based pupil evaluation. The instructors are also given content enrichment in Mathematics, Language, English and Environmental Studies

The item no 19 sought information regarding the appearance of NFE learners in District/ Block Level Common Examination. The response given by Lucky Education Society shows that all the NFE learners of NFE centers appeared in District/ Block Level Common Examination.

The item no. 21 sought information regarding curricular activities undertaken at NFE centers. The information is contained in Table No. 6.9 H

Table No. 6.9 H Curricular Activities Undertaken at NFE centers

Sl. No.	Singing	Dancing	Sports	Antakshri	Any other
Lucky Education Society	Yes	Yes	Yes	No	No

According to the response given by al the Lucky Education Society, most of the co-curricular activities are undertaken at the NFE centers, i.e. singing, dancing, sports. Other activity, such as, story telling, jokes, etc. are also included.

Item nos. 22 to 23 sought information about the teaching learning materials used at NFE centers. Lucky Education Society responded that the teaching learning materials used in NFE centers are different from those of formal school. The title of the set of additional teaching learning materials in use are "Kamal Sulekh Pustak" part 4 and part 5. These books were published in 1998.

Item no. 24 sought information procedure adopted for certification of NFE learners on completion of primary level course.

It was informed that Board of School Education, Haryana gives certificate to the NFE learners.

The item no. 25 sought the information regarding NFE learners passed in the last five year. Table 6.10 H gives the details.

Table No 6.10 H NFE learners passed in the last five years

Sl No	Learners passed in examination			
	Year	Total No	No. of passed learners	% of pass
Lucky Education Society	1993-94	2962	2550	85%
	1994-95	2962	2610	87%
	1995-96	2667	2415	90%
	1996-97	2528	2333	90%
	1997-98	2358	2101	83%

The data presented in above table for the session 1993-94 to 1997-98. Lucky Education Society informed that in 1993-94 there were total 2962 NFE learners, out of which 2552 learners passed. The percentage of the learners who passed out was approximately 85%.

For the session 1994-95, there were total 2962 NFE learners, out of which 2610 passed. The percentage of the learners who passed was approximately 87%. For the session 1995-96, there were total 2667 NFE learners out of which 2415 passed the examination. The percentage of the learners who passed the examination of 1995-96 sessions was 90%. For the session 1996-97, there were total 2588 NFE learners, out of which 2333 passed the examination. The percentage of the learners who passed the examination was 90%. For the year 1997-98 there were total 2358 NFE learners who appeared for the examination. Out of which 2101 passed. The percentage of the learners who have passed is 83%.

Thus it can be seen that the pass percentage of learners who completed first level NFE was quite high.

The item no. 26 sought the information regarding the strategies adopted for pupil evaluation.

Only information given in this item was that the evaluation was text based.

Item no. 27 sought information about the evaluation of the achievement of the NFE learners. The information is consolidated in Table no.6.11 H

Table no. 6.11 H Evaluation of the Achievement of the NFE Learners

Sl No	NGO	External NGO	District Board	Instructor/Teacher	Any other
Lucky Education Society	Yes	Yes	Yes	Yes	

As per the data given above the NGO resorted to a variety of methods for the evaluation of the achievement of the NFE learners The evaluation was done by instructors, teachers and NGO itself, by external NGO, by district board

Item nos 28 and 29 sought information regarding measure of achievement and year wise achievement of NFE learners and number of learners who have been mainstreamed the formal system. The information is contained in Table no. 6 12 H

Table no. 6.12 H Measures of Achievement & year wise Achievement of NFE Learners.

Sl. No	Measures of achievement	Year wise achievement of NFE learners							
		Year	No of children appeared in common exam		Passed the Common exam		Joined mainstream of formal education		Remarks
			Prim.	U P	Prim.	U P	Prim	U P	
Lucky Education Society	Student are gradually progressing as per our achievement norm of the organization	1989-90	255	—	220	—	190	—	—
		1990-91	254	—	228	—	102	—	—
		1991-92	252	—	241	—	180	—	—
		1992-93	273	—	259	—	202	—	—
		1993-94	261	—	251	—	195	—	—
		1994-95	256	—	248	—	205	—	—
		1995-96	202	—	157	—	148	—	—
		1996-97	112	—	101	—	25	—	—
		1997-98	82	—	51	—	50	—	—
		1998-99	100	—	100	—	—	—	—

The NGO informed that it usually judges the achievement of learners against its own norm for measuring the progress of the learners The data presented in Table 6 12 H showed the year wise achievement of NFE learners from 1989-90 to 1997-98 in 1989-90, 255 learner appeared in District Level Common Examination and 220 learners passed, 190 were mainstreamed into formal schools, the pass percentage was 86%

In 1990-91,1991-92,1992-93,1993-94,1994-95,1995-96, 1996-97 and 1997-98 number of children who appeared in the District Level Common Examination were 254,252,273,261,256,202,112,81 respectively For same years, the number of children who passed this examination were 228,241,259,251,248,157,101 and 51respectively The number of children who joined the mainstream formal school education were 102, 180,202,195,205,148,25,50 for the years, 1990-91,1991-92,1992-93,1993-94,1994-95,1995-96, 1996-97 and 1997-98 respectively

Item nos 30-31 sought information regarded problem faced by the NGO in implementing NFE scheme in present form and suggest modification of any to improve the scheme

The responses received from the NGO showed deep concern about the fate of those NFE learners who complete the primary level of the NFE but do not have means to continue study for the upper primary level in formal schools The reasons are mainly socio-economic and cultural These children unable to attend fulltime regular formal school in daytime due to varied domestic/economic factors Therefore, it has been suggested that upper primary NFE centers should be opened to benefit such children

Item no 32 was not responded by the NGO

Profiles of NGO - Rajasthan

Table 6. 1 R (A) Quantum of Grants Received from MHRD by Rajasthan Bal Kalyan Samity.

Sl No.	Year of Grant	Amount Received	Amount Expended	Remarks
1.	1996-97	Rs. 5,34,650/-	Rs. 5,33,101/-	Rs.24,399/-
2	1997-98	Rs. 4,96,812	Rs. 5,00,662	Withheld without any justification
TOTAL	1996-98	Rs. 10,31,462	Rs 10,33,763	

Table 6.1 R (A) shows the quantum of grants received during the period 1996 and 1997. The total amount of grants received by the Rajasthan Bal Kalyan Samity. During 1996-97 to 1997-98 was Rs. 10, 33, 763 /-. The NGO reported that Rs. 24, 3999/- was withheld by MHRD without any justification.

Table 6.1 R (B) Quantum of Grants received from Rajasthan Mahila Vidyalaya

Sl. No.	Year of Grants	Amount Received	Amount Expended	Remarks
1	1990-91	Rs. 5, 11, 800/-	Rs 5, 07, 402/-	No Remark
2.	1991-91	Rs. 4, 45, 800/-	Rs. 3, 47, 828-08/-	
3.	1992-93	Rs 8, 95, 608/-	Rs. 6, 39, 020-32/-	
4	1993-94	----	----	
5	1994-95	Rs. 9, 36, 500/-	Rs. 5, 83, 118-64/-	
6.	1995-96	Rs. 6, 94, 211-25/-	Rs. 6, 94, 211-25/-	
7.	1996-97	Rs 9, 36, 500/-	Rs. 7, 15, 632-82/-	
8.	1997-98	Rs. 9, 36, 500/-	Rs. 7-09, 091=76/-	
Total	1990-97	Rs. 53, 56, 911/-	Rs. 41, 96, 304 =67/-	

Table 6. 1 R (B) showed the quantum of grants received by Rajasthan Mahila Vidyalaya from MHRD during the period 1990-97. The total amounts of grants received by "Rajasthan Mahila Vidyalaya" for NFE was Rs. 53, 56, 911/- out of which the total expenditure was Rs. 41, 96, 304 =67/-. The NGO has not received any grants during the year 1993-94.

Table 6. 1 R (C) Quantum of grants received from MHRD by Rajasthan Loksikhyan Pratisthan:

Sl. No.	Year of Grants	Amount Received	Amount Expended	Remarks
1.	1989-90	Rs 1, 28, 450/-	Rs. 42, 24. 813/-	No Remarks
2.	1990-91	Rs. 2, 12, 063/-	Rs. 1, 76. 66/-	
3.	1991-92	Rs. 1, 03, 700/-	Rs. 1, 74, 713/-	
4.	1992-93	Rs. 2, 07, 400/-	Rs. 1, 87. 739/-	
5.	1993-94	----	----	
6	1994-95	Rs 1, 98, 766/-	Rs. 3, 22. 710/-	
7	1995-96	Rs 1. 04. 331/-	Rs 3. 14. 378/-	
8.	1996-97	Rs 5, 62, 914/-	Rs 4, 72. 1618/-	
9.	1997-98	Rs 2, 24, 043/-	Rs. 4, 63. 775/-	
Total	1989-97	Rs 17, 41, 667/-	Rs. 23, 37, 398/-	

Table 6. 1 R (C) shows the quantum of grants received during the period 1989-97 by Rajasthan Loksikhyan Pratishthan

The total amount of grants received by Rajasthan Loksikhyan Pratisthan during 1989-97 was Rs 17, 41, 667/- while the total expenditure was Rs 23, 37, 398/- The data revealed that there was a deficit budget of Rs 6, 85, 731/-

Analysis of data presented in tables 6 1 (A),6 1 R (B) and 6 1 R (C), show that in case of 2 NGOs the expenditure was more than the amount of grants received by them Only one NGO reported surplus grants of Rs 11, 60, 607/-

Item no. 9 sought information on steps taken by the NGO for implementing NFE programme The data revealed that all the three NGOs before taking up the NFE programme undertook surveys of the area and held discussion with state level officers about implementation process of NFE Scheme in respect of:

- Development of curriculum including process and content.
- Development of Instructional materials; and
- Methodology of Training of NFE instructors Rajasthan Vidyapeeth, did not respond on this item.

Item no. 10 sought information on preparation of instructional materials.

The response showed that none of the NGOs prepared their own instructional materials. Rajasthan Mahila Vidyalaya, Udaipur used Instructional materials prepared by the SIERT and Text books developed by the Education Department, Rajasthan Vidyapeeth used instructional materials prepared by Directorate of Literacy and Continuing Education Jaipur, Rajasthan Vidhyapeeth did not respond on this item.

The Item no. 11 sought the information about the total number of children enrolled in NFE during the year 1994 to 1999. There are 3 different NGO's,, which have given different types of information on Item no.11. The data is consolidated in Table 6.2 R

Table 6.2 R Number of Children Enrolled in NFE Centre for the Year 1994-1999 (NGO 1,2 and 3)

		Boys						Girls						Tot. of and
No.	Year	SC	ST	OBC	Minority	Others	Total	SC	ST	OBC	Minority	Others	Total	
NGO	19994-95	--	--	---	---	---	---	---	---	---	---	---	---	---
	95-96	---	---	---	---	---	---	---	---	---	---	---	---	---
	96-97	25	454	---	---	37	516	16	555	---	---	51	622	113
	97-98	17	572	--	---	43	632	12	589	---	---	58	659	129
	98-99	--	548	--	----	46	594	---	559	---	---	51	610	120
	Total	42	1574			126	1742	28	1703			160	1981	363
NGO 2	1994-95	448	502	---	----	537	1487	302	396	---	----	556	1254	274

95-96	313	656	---	----	568	1507	245	511	—	----	611	1397	2904
96-97	328	413	---	----	451	1192	244	294	---	---	574	1112	2304
97-98	407	349	---	----	409	1165	327	309	---	---	559	1195	2360
98-99	425	371	—	—	405	1201	351	336	---	---	572	1214	2460
Total	1921	2291			2370	5552	1469	1846			2872	6172	12769
1994-95	24	484	---	----	79	587	33	528	---	----	233	794	1381
95-96	24	488	---	---	88	599	35	533	----	----	229	797	1396
96-97	23	735	---	-----	76	459	28	582	----	----	252	862	1321
97-98	8	417	----	----	105	541	32	500	----	----	235	767	1308
98-99	19	394	----	----	99	523	35	560	----	----	194	789	1312
Total	30	2518			447	2709	163	2703			1143	4009	6718

The data presented in the above table is described below:

The NGO no. 1 did not respond about the NFE learners during the year 1994 to enrolled. But during 1996-97 there were total 1138 children enrolled in NFE Centres. Out of 1138 children , 516 were boys and 622 were girls. Out of 516 boys, 25 were SCs, 454 were STs and 37 belonged to-other castes and out of 22 girls, 16 were SCs, 555 were STs and 51 belonged to other castes

During the year 1997-98 there were total 1291 children enrolled in NFE centres. Out of 1291 children 632 were boys and 659 were girls Out of 632 boys, 17 were SCs, 572 were STs and 43 belonged to other castes and out of 659 girls, 12 were SCs. 589 were ST and 58 belonged to other castes.

In the 1998-99 there were 1204 children enrolled in NFE centres Out of 1204 children 594 were boys and 610 were girls. Out of 594 boys there were no SC boys, 548 were STs and 46 belonged to other castes. Out of 610 girls, there were no SC, girls but 559 girls were STs and 51 belonged to other castes

To sum up total no of children enrolled in the NFE centers run by NGO no1 were 3633 . Out of these 3633 children, 1742 were boys and 1891 were girls. There was no information about enrollment of children belong to OBC and minority in these NFE centers

The NGO 2 has given the information about the NFE learners during the year 1994 to 1999.

In 1994 to 1995 there were total 2741 children were enrolled in NFE Centres. Out of 2741 children 1407 were boys, and 1254 were girls. Out of 1407 boys, 448 were SCs, 502 were STs and 537 belonged to other castes. Out of 1254 girls, 302 were SCs, 396 were STs and 556 belonged to other castes.

In 1995 to 1996 there were total 2904 children enrolled in NFE centers. Out of 2904, 1507 were boys and 1397 were girls. Out of 1507 boys 313 were SCs, 656 STs and 568 belonged to other castes. Out of total no. of girls i.e. 1397,244 were SCs, 511 were STs and 611 belonged to other castes.

During 1996 to 1997 there were total 2304 children. Out of total no. of children i.e. 2304, 1192 were boys and 1112 were girls. Out of 1192 boys 328 were SCs,413 were STs and 451 belonged to other caste. Out of 1112 girls, 244 were SCs, 294 were STs, and 574 belonged to other castes.

During the year 1997 to 1998 there were total 2360 children enrolled in NFE centers. Out of 2360 children 1165 were boys and 1195 were girls. In the total no of 1165 boys, 407 were SCs, 349 and 409 belonged to other castes. In the total no of 1195,329 were SCs, 309 were STs and 559 belonged to other castes.

During the year 1998-99, 2460 children were enrolled in the NFE centers. Out of 2460 children 1201 were boys and 1214 were girls. Out of total no of 1201 girls enrolled 351 were SCs, 336 were STs and 572 belonged to other castes.

The sum of total no of children enrolled in the NFE centers run by NGO no 2 is 12769. Out of 12769 children 5552 are boys and 6172 are girls. In the total no of boys i.e 5552,1921 are SCs, 2291 are STs and 2872 belonged to other castes.

There was no information about enrollment of children belong to OBC and minority in these NFE centers.

The NGO 3 has given the information about the total no of children enrolled in NFE centers during the year 1994 to 1999.

During the year 1994-95, 1381 children were enrolled in NFE centers. Out of which 507 boys, 24 were SCs, 484 were SCs, 484 were STs and 79 belonged to other castes. Out of 229 belonged to other caste.

During 1995-96, 1396 children were enrolled in NFE centers of the NGO. Out of which 599 were boys and 797 were girls. Out of 599 boys 23 were SCs, 488 were STs and

88 were belonged to other castes. Out of 797 girls, 35 were SCs, 533 STs, and 299 belonged to other casts

In 1996-97,1321 children were enrolled in NFE centers of the NGO no 3. Out of 1321 children 459 boys and 862 girls. In the total no of boys i e. 459, 8 were SCs, 735 were STs, and 76 belonged to other castes. In the total no of girls i.e. 862, 28 were SCs, 735 were STs and 76 belonged to other castes.

During 1997-98, 1308 children were enrolled in the NFE centers. Out of 1308 children 541 were boys and 767 were girls. Out of 541 boys, 19 were SCs,417 were STs and 105 belonged to other castes.

During 1998-99,1312 children were enrolled in the NFE center of the NGO no 3. Among 1312 children 523 were boys and 789 were girls Out of 523 boys 30 were SCs, 394 were STs and 99 belonged to other castes Out of 789 girls 35 were SCs, 560 were STs and 194 belonged to other castes.

The sum of total number of children enrolled in the NFE centers run by NGO no 3 is 6718. Out of 6718 children 2709 were boys and 4009 were girls. Out of 2709 boys, 104 were SCs, 2518 were STs and 447 belonged to other castes and out of 4009 girls, 163 were SCs, 2703 were STs and 1143 belonged to other castes

There was no information about OBC's and minority children's enrollment in these NFE centers.

The data presented above indicated that year wise enrollment of NFE learner were quite satisfactory. Further, the NGOs kept record of the enrolment of the learners and were able to give authentic data

The Item no. 12 sought information about the number of gender-based NFE centres i e NFE centres only for girls, NFE centres only for boys, mixed NFE centres and total no of NFE centres run by the NGO's.

The information given by NGO-I on Item no.12 showed that there were in all 50 NFE centers run by NGO All Centers were co-educational There were no separate centers exclusively for only boys or only for girls.

Information given by NGO-2 showed that there were in all 100(hundred) NFE centers run by it Out of these hundred(100) at present only ninety two(92) Centers are operating and eight (8) centers will reopen this year Of these ninety two(92) centers.

eleven (11) centers were only for girls and eighty one(81) centers mixed (both for boys and girls).

The information given by NGO-3 showed that there were fifty(50) facilities available centers run by it All the Centers were both for boys and girls

Item no 13-14 sought information on the physical and academic Centers in the NFE centers. The information received from these NGOs were consolidated and presented Table 6.3

Table No.6.3 R Physical and Academic Facilities in NFE Centers

S No	Physical Facilities available at NFE Centers.						Academic facilities at NFE Centers		
	Drinking water	Electricity	Toilet & Latrine	Lantern	Play ground	Space for learning activities	Text Books	Instructional aid	Black Board
NGO 1	Yes	Yes	No	Yes	No	Yes	Yes	Yes	Yes
NGO 2	Yes	No	No	Yes	No	Yes	Yes	Yes	Yes
NGO 3	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes

The information given by NGO -1 showed that there was facility of drinking water,electricy, lantern and space for organizing activities in all NFE centers run by the NGO. But there was lack of Instructor's Manual, dari/ tatpatti and water pots. There were no toilets and playground The information received showed that the availability of physical facilities at the NFE centers was poor. Among the academic facilities mentioned by the NGO, the NFE centers were provided with textbooks, instructional aids, black board, chalk sticks, charts, maps, geometry box and library facility.

The NGO no. 2 reported that the NFE centers run by it were provided with facility for drinking water, lantern, space for organizing learning activities. The centers, however, lacked facility of electricity, toilet and there was no playground. Among the academic facilities the NFE centers were provided which textbooks, Instructor's Manual, black board, chalk, charts, maps, geometry box, library facilities, games materials and study materials.

The information given by NGO-3 showed that there were facility of drinking water, lantern, playground and space for learning activities. However, lack of facilities of electricity, toilet and latrine were worthnoting. Among the academic facility, the NFE centers were provided with textbooks, chalk sticks, maps, slate, instructor's manual, pen, pencil, sharpner, eraser and notebooks, etc.

From the above information it can be same that physical and academic facilities provided by three NGO, in their NFE centers were not upto the mark and need improvement. However, basic physical facilities such as drinking water, playground, and space for learning activities and in some cases electricity were provided in the learning centers. Academic facilities such text books, maps etc. were by and large provided to the NFE centers.

Item no.15 sought information about the number of working hours of NFE centers per week and instruction time. The information received from three NGO were consolidated and presented in Table no 6.4

Table no 6.4 R Number of Working Days in a Week and Hours of Instruction per day

S.No of NGO	Instructional Days in a Week	Instructional Hours per day
NGO 1	6 days	2 hrs.
NGO 2	6 days	2 hrs
NGO 3	6 days	2 hrs.

The information received from all the three NGOs showed in all cases number of working days in a week was 6 days and instructional time was for 2 hours per day.

Item no16 sought information about a number of instructors and their qualification. The information received was consolidated and presented in Table 6.5 R

Table No 6.5 R Number of Instructors and their Educational Qualification

	No. of Instructors		Educational qualification				
Sl. No of NGO	Male	Female	Below middle	8th to 10th pass	10th to 12th pass	Up to graduation	Any teaching diploma
NGO1	42	08	9 (M)	31(M)	2(M)	No	No
			3(F)	05(F)	No	No	No
NGO2	81	11	No	34(M)	41(M)	4(Male)	2(M)
			No	11(F)	No	No	No
NGO 3	26	24	No	12(M)	13(M)	1(Male)	No
			No	20(F)	4(F)	No	No

The response given by NGO -1 showed that there are in total fifty(50) instructors working in different NFE centers. Out of which forty two(42) are female. Out of forty two(42) males, thirty one(31) were 8th to 10th pass, two(2) were 10th to 12th pass. None was qualified up to graduation level, nine(9) males were below matric. Out of eight(8) females five(5) were 8th to 10th pass, and three(3) were below matriculation.

The response given by NGO-2 shows that there are ninety two (92) instructors working in NFE centers. Out of which eighty one (81) were males and eleven (11) were females. Out of eighty one (81) males thirty four (34) were 8th to 10th passed, forty one(41)were 10th to 12th pass, 4 were graduate. Out of eleven (11) females all were 8th pass to 10th pass.

The response given by NGO-3 showed that there were fifty (50) instructors in their NFE centers. Out of fifty (50) instructors twenty six (26) were males and twenty (24) were females. Out of twenty six (26) male instructor's twelve (12) were 8th to 10th pass, thirteen (13) were 10th to 12th pass, and one (1) was graduate. None had any teaching diploma and none was below middle. Out of twenty four (24) female instructors twenty (20) were 8th to 10th pass and four (4) were 10th to 12th pass.

To sum up the information described above it may be concluded that the educational qualifications of the instructors were not uniform. It is worth noting that five (5) instructors were graduate, two (2) had diploma in teaching whereas twelve (12) of them were below middle.

For proper transaction of NFE curricular it is necessary that the instructor's should posses minimum qualification.

The item. no. 17 sought information about the training status of instructors The information given is shown in Table no.6 6

Table-6.6 R Training Status of Instructors

Sl. No. of NGO	Level of Training		Type of Training			Dura -tion	No of Training per year
	Pre-Service	In-service	Process-based	Content Based	Evaluation Based		
NGO 1	No	Yes	Yes	No	Yes	15	2
NGO 2	Yes	Yes	Yes	Yes	Yes	36	No
NGO 3	Yes	Yes	Yes	Yes	Yes	30	3

The information given by NGO –1 about the training status of instructors in its NFE centers showed that the instructors did not have any pre-service training. Only in-service training was provided which were process-based and evaluation based. The duration of training was for 15 days and it was given twice in a year

In NGO –2 instructors are given both pre-service and in-service training The type of training includes all the three types, that is, process-based, content-based and evaluation- based. The training is given for thirty six (36) days. No information was available about the number of training per year

The information given by NGO-3 showed that all instructors were given two levels of training i e pre-service and in-service training. All the three types of training were given to the instructors i e process-based, content- based and evaluation-based. The training was given for thirty (30) days, thrice in a year

The Item no.18 sought information regarding training design and quality of training of NFE instructors . The information received from 3 NGOs is consolidated and presented in Table no. 6.7 R

Table No.6.7 R Content of Training Package

Sl. No	Philoso-phy of NFE	NFE learner's character-istics	Transact-ion of teaching learning materials	Methodology					Content Enrichment in Maths and language
				Child based activity	NCC based	Total learni-ng	Comp-uter based	Pupil evalu-ation	
NGO1	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
NGO2	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
NGO3	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Responses of all the three NGO's for the Item no. 18 was nearly the same. Their responses indicated that the content of training package included all important aspects of NFE Programme viz, philosophy of NFE, characteristics of NFE learners; transaction of learning teaching materials; activity based methods and teaching strategies, etc.

The Item no. 19 sought information regarding the appearance of NFE learners in District /Block Level Common Examination. The responses given by all the three (3) NGOs is same and positive. It showed that all learners of NFE centres appeared in Distt. /Block Level Common Examination.

The Item no. 21sought information regarding co-curricular activities undertaken at NFE centres. The information received is shown in Table 6.8 R

Table No 6.8 R- Co-Curricular Activities Undertaken at NFE Centers.

Co-Curricular Activities					
Sl.No	Singing	Dancing	Sports	Antakshari	Any other
NGO 1	Yes	Yes	Yes	Yes	Counting of pebbles
NGO 2	Yes	No	Yes	Yes	No -
NGO 3	Yes	Yes	Yes	Yes	Festival and jayanti

The responses given by all the three (3) NGO's showed that most of the co-curricular activities are undertaken at NFE centers, i.e. singing, dancing, sports, 'Antakshari' except in NGO2 where dancing activity was not in practice. In NGO1 and NGO3 some other activities were performed like counting of pebbles in NGO1 and celebrations of festivals and 'Jayanty's' in NGO 2

Item no.22 to 23 sought information about the teaching learning materials used in NFE centers. All the three (3) NGO's responded that the teaching learning material used in NFE centers were same as for formal school. Only NGO1 has given response about the title and year of publication of the teaching learning material. Item no. 24 sought information about the procedures adopted for certification of learners on competition of the primary level course.

NGO 1 informed that the procedure for certification of learners on competition of the primary level course is under process. NGO 2 informed that final examination for the certification of learners on competition of the primary level course is conducted by the Head of Govt. Primary\ Upper Primary School. The answer books are examined and result is declared by them. On the basis of the performance of NFE learners , a certificate is given to the examinee, duly signed by the Head of the institution(Govt. School), Block Development Officer and concerned Project Officer.

NGO 3 informed that the learners of the primary level course, appears in District Common Level Examination and certificate issued by District Level Officer.

The Item no. 25 sought the information on number of NFE learner's who passed the Block Level Common examination in last five years. The consolidated data is given in Table 6.9 R

Table 6.9 R Number of NFE Learners who Passed Block Level Common Examination.

Sl. No.	Year	Total no. of learners appeared	No. of learner's passed	% of learner's passed
NGO1	1993-94			
	1994-95			
	1995-96			
	1996-97	55	50	90%
	1997-98	50	48	96%
NGO2	1993-94			
	1994-95	441	328	74.3%
	1995-96			
	1996-97	266	231	86.9%
	1997-98	206	196	95.15%
NGO 3	1993-94			
	1994-95			
	1995-96	229	218	95.2%
	1996-97	177	162	91.5%
	1997-98	144	130	90.3%

NGO 1 has given no response for the years, 1993 to 1996. For the session of 1996-97, NGO 1 informed that there were total fifty five (55) NFE learners out of which fifty (50) learners passed. The percentage of the learners who passed was approximately 90%. For the session 1997-98, NGO 1 informed that there were total fifty (50) NFE learners, out of which forty two (42) learners passed. The percentage of the learners who passed was approximately 96%

NGO 2 has also not given any response for the session 1993-94 and 1995-96. But for the session 1994-95, there were total (four hundred forty one) 441 NFE learners, out of which (three hundred twenty eight) passed. The percentage of the learners who passed was approximately 74.3%.

NGO 3 has not given any response for the session 1993-94 and 1994-95. For the session 1995-96 NGO 3 informs us that there were total (two hundred and twenty nine)229 NFE learners out of which (two hundred and eighteen) 218 passed the examination. The percentage of the learners who passed the examination of 1995-96 session was 95.2%. For the session 1996-97 NGO 3 informed that these were total (one hundred and seventy seven) 177 NFE learners. Out of which (one hundred and sixty two)162 passed the examination. The percentage of learners who passed the examination was 91.5%. NGO 3 further informed the status of NFE learners for the year 1997-98,that there were total one hundred and forty four (144) NFE learners who appeared for the examination out of which (one hundred and thirty)130 passed .The percentages of the learners who have passed is 90.3%.

The Item no.26 sought the information regarding the strategies adopted for pupil evaluation-

NGO 1 and NGO 2 did not any respond to the Item no. 26. But NGO 2 informed that NFE students are examined quarterly, half yearly and yearly. The internal examinations are taken by the instructors. When the student complete all the units, an external or final examination is held. This examination is conducted by the Head of Government. Primary\Upper Primary School and result is prepared by them.

Item no. 27 sought information about the evaluation of the achievement of the NFE learners. The information is presented in Table no. 6.10 R

Table No.6.10 R Evaluation of Learning Achievement

Sl. No	NGO	External NGO	District Board	Instructor /Teacher	Any other
Ngo1	Yes	Yes	Yes	Yes	
NGO 2	No	No	No	No	Head of the govt. Primarry/Upper Primarry School
NGO 3	Yes	Yes	Yes	No	N.A

As per data received NGO 1 informed that evaluation of the achievement of the NFE learners is done by NGO itself through Instructors and Teachers by external NGO and by District Board. NGO 2 informed that Head of the Govt. Primary and Upper Primary School evaluates the performance of NFE learners. NGO 3 informed that the achievement of NFE learners of their NFE centers is evaluated by the District Board.

Item no. 28 and 29 sought information regarding measures of achievement and year wise achievement of NFE learners. The information is contained in Table no.6 11 R

Table No.6.11 R Procedure of Achievement and Year Wise Achievement of NFE Learners.

Sl.No	Year	No of children appeared common exam		Passed the Common Exam		Joined Mainstream of formal education		Remarks other achievement
						prim	u prim	
NGO 1	1989-90	---	---	---	---	---	---	
	1990-91	---	---	---	---	---	---	
	1991-92	---	---	---	---	---	---	
	1992-93	---	---	---	---	---	---	
	1993-94	---	---	---	---	---	---	

	1994-95	---	---	---	---	---	---	
	1995-96	---	---	---	---	---	---	
	1997-98	---	---	---	---	---	---	
	1998-99	105	---	105	---	---	---	
NGO 2	1989-90	---	---	---	---	---	---	---
	1990-91	---	---	---	---	---	---	---
	1991-92	---	---	---	---	44	6	---
	1992-93	---	---	---	---	42	14	---
	1993-94	---	---	---	---	38	26	---
	1994-95	---	---	---	---	45	8	---
	1996-97	---	---	---	---	26	15	---
	1997-98	---	---	---	---	42	12	---
	1998-99	---	---	---	---	30	10	---

NGO	1989-90	15	---	11	---	39	---	---
3	1990-91	24	---	11	---	60	---	---
	1991-92	54	---	31	---	25	---	---
	1992-93	---	---	---	---	34	---	---
	1993-94	---	---	---	---	---	---	no scheme
	1994-95	---	---	---	---	---	---	-do-
	1995-96	229	---	218	---	218	---	---
	1996-97	177	---	162	---	162	---	---
	1997-98	144	---	130	---	130	---	---
	1998-99	124	---	171	---	171	---	---

For the year 1991-92 there were forty four (44) children of Primary and six(6) children of Upper Primary who had joined the mainstream of formal system in the year 1991-92.

For the years 1991-92,1992-93,1993-94,1994-95,1995-96,1996-97,1997-98 there were respectively 42,38,45,26,42,30 children in Primary and 14,26,2,15,12,10 children in Upper Primary respectively. No information is given about the number of children who appeared in the common exam and number of children who passed the exam.

NGO 3 has given no information for the Item no. 28. For the Item no.29 NGO 3 informed that there were fifteen (15) children in Primary appeared in the District level common exam in the year 1989-90. Out of which eleven (11) children who had joined the main stream of formal system as thirty nine (39). In the year 1990-91 twenty four (24) children appeared in common exam, out of which eleven (11) passed the exam. Sixty children had joined the main stream of formal system. In the year 1991-92 fifty four (54) children appeared in common exam, out of which, thirty one (31) passed the exam, eighty five (85) children joined the main stream of formal system.

For the year 1992-93, 1993-94,1994-95 the NGO 3 has given no information. But for the year 1995-96, it informed that there were two hundred and twenty nine (229) children in Primary, who appeared in common exam, out of which two hundred and eighteen (218) passed the common exam. And all two hundred and eighteen (218) children had joined the mainstream of formal system. In the year 1996-97 one hundred and seventy seven (177) children appeared in the common exam, out of which one hundred and sixty two (162) and all six hundred and twelve (612) children joined the mainstream of formal system In the year 1997-98 there one hundred and forty four (144) children appeared in the common exam, out of which one hundred and thirty (130) passed the exam and all one hundred and thirty (130) children joined the main stream of formal system.

In the year 1997-98 one hundred and eighty four (184) children appeared in the common exam, out of which one hundred and seventy one (171) passed the exam and all one hundred and seventy one (171) children joined the main stream of formal system

The Item no 30 sought the information regarding the difficulties faced in the implementation of NFE scheme in present form. NGO 1 informed for the Item no.30 that grants are not available in proper time, syllabus is very difficult for NFE children, communication problem, and the problem of funds is faced in the implementation of NFE scheme in its present form

NGO 2 inform that due to the receipt of grant is not in time , which adversely effects the implementation of various activities

NGO 3 response for Item no 30 that the remuneration for instructors and supervisors is very low. Hence they are dissatisfied, which affects the implementation of NFE scheme is present form.

The Item no.31 sought the information regarding the suggestions for a modified scheme of NFE programme in lieu of the present scheme

The data received on this item was varied The NGO1 suggested the following implementation of NFE scheme

- The NFE curriculum and instructional material should be different from those of formal schools.
- The transaction of the instructional materials and teaching strategies should be child centered, activity-based and easy
- Procedures and mechanism for monitoring and programme evaluation should be developed and functionaries at all levels should be properly training to obtain bench-mark data and feed back data.

- NGOs should also be involved in the planning of strategies of NFE programme at the level of State Govt.
- Some special facility should be provided by the State Govt. to train the personnel of NGO on a continuous basis

The NGO-2 responded that special package should develop for NFE learners; respond considering relevance and specific needs of the learners.

NGO-3 did not respond

Item no. 32 sought information from the NGOs about those aspects not covered in item 1-32 which may improve the effectiveness of implementation process.

Conclusion

The data and its interpretation presented in this chapter indicate that the selected NGOs involved in the implementation of this NFE programme in Rajasthan have feel quite confident in handling the programme. These NGOs had sufficient bench- mark data on NFE centers run by them. The instructors appointed by them were provided in-service and the job training. The instructional materials used by them were obtained from various state level agencies. But they are not satisfied with these materials. The NGOs also expressed their desire to be the part of the total planning of the NFE programme at the state level They wanted training of their staff for proper monitoring, supervision and programme evaluation.

CHAPTER 7 - ANALYSES OF QUALITATIVE DATA OF INSTRUCTORS FROM NFE CENTER

INTRODUCTION

The Instructors are grass root level workers and they hold a key position in the NFE system. They play a vital role in the smooth functioning of NFE Programme. The instructors are mainly responsible for creating awareness amongst the parents and community and motivating them to send the school dropouts and unenrolled children to the NFE Centers.

Besides, teaching and evaluation work, the instructor also maintain all the records about the NFE Learners and the infrastructure available at the center. They also organize cultural activities, sports etc. for NFE learners. The instructors are vital link between the functionaries at village, block and district level. The overall development of an NFE center depends upon the potentialities of the instructors. Although the success of the NFE depends on multidimensional factors but its effectiveness depend to a large extent on the instructors.

Considering the vital roles of the instructors in the process of implementation of the programme the questionnaire for the instructors sought the information on the various aspects of running of NFE centers. The analyses of the responses received are presented below in the table 7.1 H to 7.24 H for Haryana and Table 7.1 R to 7.24 R for Rajasthan.

Analysis of data from Haryana.

Data from seventeen instructors from 3 NGOs of Haryana were received, details of which are given below

Table No 7.1 H Sex Wise Distribution and Educational Qualification of instructors.

No of Instructors				Qualification of the Instructors				
	M	F	T	Under Matric	Matric	Hr. Sec.	Graduate	PG & Other
Total	1	16	17	2	11	4	0	0%
%	58.8%	94.11%	100%	11 76%	64.70%	25.52%	0%	0%

Table 7.1 H showed the academic qualifications and sex-wise distribution of the instructors.

(b) The data showed that out of 17 instructors 94% (approx) were female and only 58.8% were male. It clearly indicates that the numbers of female instructors were more than the numbers of female instructors. This is as per the normal practice as the female instructors are always encouraged to teach Primary grade learners at NFE.

(ii) The percentage of below metric instructors were 11.76%, 64.70%instructors were matriculate and 23.52% instructors were higher secondary qualified and above. One Instructor was graduate with Bachelor Degree in Physical Education. The data showed that the instructors were adequately equipped to teach primary grade NFE learners. But it should be noted here clearly that training in NFE is very necessary for these instructors to make the NFE system effective.

Table No. 7.2 H Teaching Experience of Instructors

	Experience of Instructors in Teaching NFE children					
	Duration of Teaching					
Total Numbers of instructors	6 Months	1 Year	2 Year	3 Years	4 Years	More than 4 Years
17	1	1	6	2	2	5
Percentage of instructors	6 %	6%	35%	12%	12%	29%

Table no 7.2 H which shows the experience of instructors in teaching NFE learners indicated that the percentage of instructors teaching in NFE centers for two year was highest and their percentage was 35%. The percentage of instructors teaching for more than 3 years was 12% while the percentage of instructors teaching for 4 years and more than 4 years was 12% and 29% respectively. The above data shows that the instructors do not leave the NFE center frequently as it is ordinarily believed.

Training

The training of instructors is an important aspect for the success of NFE system. Training is necessary to acquaint the instructors with the philosophy of Non-Formal Education and to expose them to some of the latest techniques, approaches & methods of teaching.

There is a provision of in-service training programme for the instructors in Haryana, which is organized either by SCERT or by DIETs or DIET and NGOs. The duration of the training varies from 5 – 8 hours per day. Usually more time is given to theoretical content of the programme. The training programme of different duration have been reported as 20 days, 21 days and 15+15 days (30)

Table No. 7.3 H Training Status of Instructors

Training Given to Instructors		
Duration of Training	Total Number	Percentage (%)
20 Days	2	53%
21Days	6	35%
30 days	2	12%

Table 7.3 H shows the percentage of instructors who received 20 and 21 days in-service training. Table 7.3 H indicated that 53% of the instructors had been given in-service training for 20 days in a year. 35% for 21 days and another 12% received 15 days each in two installments.. Table 7.4 H shows the agencies, which provided the training

. Table No 7.4 H Agencies Responsible for Training

Organisation giving . Training	Total Number	Percentage (%)
DIET + NGOs	10	59%
SCERT+ NGO	7	41%

The data presented in Table 7.4 H showed that 59% of the training programme for the instructors were organized by NGOs/Vas and DIET , 41 % by the SCERT+NGOs.

From the above data it clear that NGOs/VAs are taking major initiative in organizing training programmes for the instructors in comparison to Governmental agencies. Since the training programme for the instructors is very important for the success of NFE programme, the government agencies in Haryana should take major initiative and follow-up action in this direction.

7.5 H Honorarium

Under the NFE programme the jobs of the instructor have been considered voluntary work Hence, all the instructors in Haryana are paid a fixed honorarium. However the amount varied one NGO to another for example, Chowdhari Prakash Trust, Gurgoan paid Rs 700/- pm to the instructor But Lucky Education Society, Rohtak paid only Rs 200/- to the instructors. They have stated that this amount is quite inadequate. **Better remuneration and some form of incentive may go a long way in creating interest among instructors for successfully implementing the programme.**

7.6 H Selection and Appointment of Instructors

The information received on this aspect indicated that two criteria were used for selection of NFE instructors, interview and test. In one NGO cent percent instructors were selected through tests and open interview. In another NGO teaching competency of the instructors and their ability to handle NFE children were given preference.

7.7 H Infrastructural Facilities

There are different types of infrastructural facilities available to the instructors in the Non-Formal Education Center. These include chalk-duster, black-board, chart/posters, etc. Ninety five (95%) per cent of the instructors who responded to the questionnaire were getting the above mentioned facilities at the NFE centers. Besides the above, in some centers facilities and equipment for sports and games, stationery and furniture such as, table and chairs were also available. 75% instructors mentioned about the availability of the electricity 10% mentioned about the availability of first-aid box.

In response to facilities available to NFE learners seventy five per cent (75%) instructors mentioned about the availability of facilities such as, 'Dari, Tat-Patti,' drinking water, writing materials, instructional materials, sports equipment for the children at the NFE centers. Some centers also provided the facilities, such as, bench, scholarship; mid-day meal; and first aid and medical check up to children at the NFE center. As reported by the instructors all centers were located in suitable place

7.8 H Source of Finance

Table 7.8 H Source of Financial Assistance

Types of Organisation	Name of the Organisation	No. of NFE center each NGO/Go	Source of Financial Aid	Pecentage of Financial Assistance from Central Govt
NGO	1.Lucky Education Society	75	Central Govt.	100%
	2 Chowdhary Prakash Trust	50	Trust fund	No assistance from MHRD

Under the Centrally Sponsored Scheme of Non-Formal Education all NFE centers in the states are supposed receive cent per cent (100%) financial assistance from the

Central Govt. in the Table 7.8 H shows the source of financial assistance provided to the NFE centers. As reported, NFE centers in NGO sectors were receiving 100% financial assistance from the Ministry of Human Resources Development (MHRD) Govt. of India. The instructors of NFE centers run by Lucky Education Society reported that the financial assistance provided by the Central Govt. is not adequate enough to provide infrastructural and academic facilities needed for running the NFE centers. However, the NFE centers run by Chowdhary Prakash Trust Gurgaon were funded exclusively by trust fund.

The type of Instructional materials available in the center is shown in Table 7.9 H

Table No. 7.9 H Types of Instructional Materials

Total No. of NFE centers using text-books especially meant NFE children	Percentage of NFE centers using text-books, prepared especially for NFE	Total No. of NFE centers using text-books of Formal School.	Percentage of NFE centers using text book of Formal School.	Total No. of NFE centers using any other text books.	Percen-tage of NFE centers using any other text book
7	41%	9	53%	1	6%

Table 7.9 H shows the types of Instructional materials used by different NFE centers, 41% of the NFE instructors were using text books written especially for NFE children, 53% were using text book of formal school while only 6% were using text book prepared by Voluntary Agencies or NGOs.

The information received on the source/agency which provided the instructional materials used in the NFE center showed that almost all NFE centers, i.e. 94% centers received instructional materials from their respective NGOs. 12% instructors also reported that they procure instructional materials from SCERT of NCERT. Only one instructor also reported that no learning materials are available in the center and she uses whichever books children bring to the center.

Table No. 7.10 H Supplementary Instructional Materials used by Instructors/ Children

Supplementary Book For Reference of Instructors		Supplementary Books Available for Children	
Total No of instructors	Percentage (%) of instructors	Total	Percentage (%)
10	59%	4	23.52

Table 7.10 H shows supplementary instructional materials provided. Besides text books, 59% of the instructors have been provided with supplementary instructional materials for reference. Similarly 24% of the children's have also been provided with supplementary instructional materials to carry home.

Table No. 7.11 H Effectiveness of Instructional Materials

Instructional Materials Effective		Instructional Materials Not Effective	
Total no of instructors	Percent (%)	Total no of instructors	Percent (%)
15	58.23%	3	17.64%

Table 7.11 H shows information received on the opinion of the instructors on effectiveness of instructional materials. The data received showed that 88% instructors considered the Instructional materials as effective for teaching-learning activity, 18% instructors found them to be non-effective. It may be mentioned in this connection that the instructors felt that most of the books have been written in accordance with the NFE syllabus and NFE children.

The probably reasons for depending upon the text book of formal system may be the following:

(i) The Non-availability of NFE text books in large number and in time -- a fact stated by majority of the instructors

(ii) Lack of competence by the instructors for handling new type of instructional materials, especially prepared for NFE learners.

(iii) It is easier for the instructor to use the traditional method of teaching with which they are familiar.

(iv) Majority of the instructors are not familiar with the learning styles and technique appropriate for the NFE learners.

Table No. 7.12 H Suggestion Given to Project Officer and Other Agencies Regarding Effectiveness of Instructional Materials

Total No. of Instructor giving suggestions	% of Instructors giving suggestions	Total No. of Instructors not giving suggestions	% of Instructors not giving suggestions	"+ ve" Reaction	% of "+ ve" Reaction	"- ve" Reaction	% of "-ve" Reaction
13	75.77	1	6%	13	77%	1	6%

Table 7.12 H shows the suggestion given by the instructors to Project Officers of NGOs and other agencies, which provided instructional materials about the effectiveness of these instructional materials.

Out of 17 instructors 13 responded that they gave feedback on effectiveness of instructional materials. Out of them 77% stated to have received positive response and 5.88% negative response.

The instructors have also stated that learners take more time to comprehend and conceptualise the text prepared by the NGOs in comparison to those prepared by the state agency.

Information was collected to find out if NFE center catered to the needs of children with special needs. The data is presented in Table 7.13 H

7.13 H Special Instructions to the Children According to their Special Needs.

Paritally Mentally Retarded		Children with Learning Difficulties		Physically Handicapped		Partially Blind		Hard of Hearing		Any Other	
Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
3	17 %	11	45%	3	17%	3	27%	0	0%	0	0%

Table no 7.13 H shows the special instructional facilities provided by the instructors to the children with special needs. 71% instructors responded positively to this question. The data presented in the above table shows that 17% children were partially mentally retarded, 45 % children had learning difficulty, 17 % were physically handicapped and 17 % were visually impaired There were no hearing impaired children. All these children with special needs were given special instruction in the center. However, no information was available about teaching methodology used and curriculum for these group of children.

Table 7.14 H Teaching Methods

Academic achievement of learners depends upon the adoption of appropriate methodology of teaching respective subjects and specific lessons or units. Teaching should be geared to the learners potentialities, abilities and interest. It is therefore very necessary to find out the specific methodology of instruction, which were being used by the instructors.

Table 7.14 H shows the various teaching methods used by the instructors.

Table No. 7.14 H Teaching Method Adopted by the Instructors

M	E		T		H		O		D		S	
Subjects	Activity Based Teaching Methods		Drama Based Teaching Methods		Puppet Based Teaching Methods		Learning through Work		Lecture Based Teaching Methods		Activity Outside Center	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Language	6	36%	0	0%	0	0%	7	41.17%	5	29.41%	7	41.17%
Mathematics	5	30%	0	0%	0	0	10	59%	3	18%	0	0
EVS	8	47.05%	0	0%	0	0%	4	23.80%	0	0%	4	23%

The analysis of the data presented in the above table showed that for teaching language, 36% instructors used activity based methods, 42% used teaching through work, 29% used lecture method and 41% used activity outside the center No instructor used dramatization and puppets for language teaching, which are considered very effective strategies for developing communication skills.

Similarly for teaching Mathematics, 18% instructors adopted lecture method, 30% adopted activity based teaching method and 59% used learning through work method. No instructors used drama based or puppet based teaching method and activities outside the center.

The most commonly used method for teaching Environmental Studies was activity-based method, 47% instructors used this technique. 24% instructors used activities out - side the center, 24% adopted learning through work. Drama-based and puppet-based teaching methods were used not at all. However, these methods are very effective in strategies for transacting curriculum in Environmental Studies.

It is worth noting that use of drama and puppets did not figure as teaching strategies in any subjects

7.15 H Purpose of Evaluation

Evaluation of learners achievement is an integral part of teaching-learning process. It helps the instructors to judge the progress of the learners and identify their strengths and weaknesses. It also enables the instructors to improve his/her teaching strategies. The questionnaire sought information on following five main purpose of evaluation.

(i) To identify the strengths and weaknesses specific of the learners in learning areas.

(ii) To improve the performance of learners.

(iii) To improve the teaching strategies.

The responses received from the instructors is presented in Table 7.16 H

Table 7.15 H Frequency of Responses of Instructors Related to Purpose of Evaluation

Strength & Weaknesses of learners		Improve the Performance of learners		To Provide Certificate		Improv Teaching Methodology		Any Other	
Total	%	Total	%	Total	%	Total	%	Total	%
13	77%	15	88%	1	6%	8	47%	0	0%

The data presented in table 7.16 H showed that 77% instructors used evaluation of pupil's learning as a technique to identify the strengths and weaknesses of each child in specific learning area, 88% used it to improve the performance of each child. However, 47% of the instructors also said that they use evaluation of pupil's learning as indicator for improving their teaching techniques/strategies. Only 6% instructors made use of evaluation strategies for providing certificate.

From the above analysis it is clear that the instructors had adequate knowledge about objectives of pupil's evaluation and used the technique for identifying the strengths and weaknesses of the learners and also used it for improving teaching techniques. This input of instructors can help in modifying the curriculum as well as improving the curriculum transaction processes.

7.16 H Evaluation System (Frequency)

The frequency of pupil's evaluation varied in different subjects. Weekly, monthly, quarterly, half yearly and yearly tests were conducted. The data is presented in Table 7.16 H

Table 7.16 H Evaluation System (Frequency)

Subjects	Weekly		Monthly		Quarterly		Half-yearly		Yearly	
	Total	%	Total	%	Total	%	Total	%	Total	%
Language	3	18 %	4	24%	10	59%	9	53%	9	53%
Maths	3	18 %	4	24%	8	47%	8	47%	8	47%
EVS	3	18 %	4	24%	8	47%	8	47%	8	47%

The data presented above showed that 18% instructors adopted weekly tests for evaluation in all subjects and 24% adopted monthly tests. 59% instructors used quarterly tests in Maths and 47% used quarterly tests in Language and Environmental Studies. 53% used half-yearly and yearly tests in Mathematics and 47% instructors used these for evaluating for Language and Environmental Studies.

It may be concluded that half-yearly and yearly evaluation are the commonest practice. Besides these weekly, monthly and quarterly tests in each subject were used for measuring progress of the learners.

7.17 H Types of Tests used for Evaluation

A variety of tools and tests were used for regarding progress of pupil's achievement. Table 7.17 H showed Types of Tests that were used to measure progress of learners.

Table 7.17 H Types of Test used for Evaluation

Subjects	Oral		Written		Activity Based	
Language	10	59%	10	59%	5	29%
Mathematics	5	29%	9	53%	6	35%
EVS	8	47%	7	41%	4	24%

The responses received showed that 59% instructors used oral and written tests for evaluating language and 29% instructors also used activity-based evaluation techniques.

Similarly oral, written test and activity-based test were used in Mathematics. 53% instructors used written test, 29% and 35% instructors also used oral test and activity based test respectively. In Environmental Studies 41% instructors used written test, 47% instructors used oral test and only 24% instructors used activity based evaluation methods.

It may be concluded that instructors used a variety of tests to evaluate performance of learners. Written test were predominant tools used for evaluating specific ability of the learners. It is also a convenient method for keeping in record the progress of learners. Oral test is mainly used for developing and testing communication skills. Activity-based evaluation tools are used to evaluate skills of mental processes, such as, skills of classification, reporting, inferring, etc.

7.18 H Supervision of Centers

Different NFE functionaries of block, cluster, district and state levels are suppose to supervise the work of the NFE centers. They also act as liaison official for purposes monitoring and programme evaluation. Responses received from the instructors showed that their centers were not supervised by these functionaries.

Thus it can be seen that Non-Formal education programme at the state level extremely poor. These are no infrastructoral facility at the level of the SCERT or Directorate of Education. Whatever programme of Non-Formal Education that exists in the state is purely voluntarily efforts of Non-Governmental Organization (NGOs). There is a need to revamp the programme in Haryana.

7.19 H Types of Help And Guidance provided to the Instructors by supervisors.

The responses of the instructors revealed that the supervisors and project officer provided help and guidance in organization of teaching, improvement of teaching methods, evaluating the children's performance and record keeping, organizing the extra-curricular activities, building community support.

Beside this the supervisor provided guidance for admissions of dropouts and non-enrolled children in NFE. The instructor data also revealed that the Project Officer and the supervisor also provided various suggestions for follow-up action for the school or center learning children as well as for development of instructional materials.

7.20 H Reaction of Parents towards NFE centers

Motivation to parents for sending their children to NFE center has been constant irritant for instructors. Some of the parents do not feel much inclined towards sending their children to center when education is not meaningful and not related to their life.

Table 7.20 H Reaction of Parents towards NFE center

Enthusiastic		Satisfied		Neutral/Not interested		Not Satisfied	
Total	%	Total	%	Total	%	Total	%
3	18%	8	47%	5	30%	0	0%

Table 7.20 H shows the reaction of parents towards NFE Center as given by instructor. It shows that 18% parents were enthusiastic toward NFE programme as well as center. 47% were satisfied, 27% were either neutral or were not interested in the NFE programme.

Considering parental response to the programme it can be said that it is difficult to motivate such parent who are neither interested nor willing to send their children to NFE center. It is all the more difficult to motivate the parents. Who are not satisfied at all with the NFE programme. Nevertheless effort is needed to persuade such parents directly or through different types of publicity campaign to send their children to the NFE centers. The data from instructors also reveal that some parents are satisfied with the NFE programmes. According to them parents often complain that the type of education which is being given to their ward is not relevant and need based . Thus efforts are very much needed to make education programmes relevant and contextual

7.21 H Reaction of Children

Table 7.21 H Reaction of Children

	Highly Motivated	Satisfied	Happy	Not Interested
Total	0	0	8	1
Percent (%)	0%	47%	47%	6%

The questionnaire also sought opinion of children about the NFE center. The instructors were asked to give their responses on the reaction of children about the NFE center. Table 7.22 H shows the reaction of children towards the NFE center. The data revealed that 47% learners were satisfied, 47% were happy and only 6% were not interested. However, no learner was highly motivated for coming to the center. It seemed that these learners were not interested in NFE programme

7.22 (a) H Problem Faced by the Instructor in Proper Implementation of NFE Programmes.

Some items in the questionnaire sought information problems faced by the instructors in running the NFE center and also organizing teaching learning activities. The problems were categorized into children related problems; parents and community related problems; administration related problems and others.

The data received are presented in the Table 7.22 (a) H and 7.22 (b) H

Table 7.22 (a) H Children Related Problems

Types of problems	Lack of Motivation	Lack of Time	Health Problems	Lack of Concentration	Family Problem	Any Other
Total no.	8	10	10	3	12	0
%	47%	59%	59%	18%	71%	0%

Among the children related problems reported by the instructors revealed that 47% Children lack of motivation , 59% suffered due to lack of time and 59% due to ill health , 18% lacked concentration. Highest percentage of children i.e. 71%reported family problems for non-attendance in the NFE center.

Thus it can be concluded that lack of time family problems and health problem were major problem that children were facing

Parents /Community Related Problem

Table 7.22 (b) H Parents/Community Related Problems

	Lack of Motivation	Non-Cooperation of Parents	Gender Bais	Low Socio Economic Status	Family Problem	Any Other
Total	9	9	12	11	10	
%	53%	53%	71%	65%	59%	

The table 7.22 (b) H shows the parent/community related problems. As can be seen from the data the number one problem was gender-biars of parents. The girl child was not encouraged the study in a NFE center. 71% instructors reported gender-biars as the main problem and 65% reported low socio-economic status as the main problem for low attendance.

From this data it is clear that to make children come to NFE center and get benefit of the programme major advocacy campaign should be launched for parents and community members.

7.23 H Suggestion given by the Instructors to overcome the Children related problems

A number of difficulties and bottlenecks have been faced in attracting and holding children to NFE center. The instructors have given many suggestion to overcome the children related problems which are as under:

(a) Children should be provided with tiffin., or mid-day meal.

(b) Children should be provided with sufficient reading and writing materials.

(c) Medical facilities should be given to them in order to overcome the health related problem.

(d) The duration of teaching for working children should be increase and be flexible..

(e) Provision should be made for safe drinking water and sanitary facilities.

(f) Children should be provided with sports equipments.

(g) Necessary infrastructural facilities and equipment should be provided.

(h) Financial incentive should also be provided

(i) Children should be provided with school uniform

(j) More and better incentives need to be given to children and other alike to attract them to Non-Formal Education Center.

7.24 H Suggestions given by the Instructors to Overcome the Administration Related Problems.

The following suggestions were made by the instructors to overcome the administration related problem :-

(a) The center should be provided with adequate teaching-learning materials.

(b) The center should have a permanent place with sufficient accommodation

(c) Financial aids should be provided timely.

(d) There should be regulara supervision of the centers

(e) Regular Training Programme should be conducted to make the instructors efficient.

(f) Necessary infrastructural facilities should be provided to the Instructors

7.25 H Opinion of the Instructors about the Effectiveness of NFE Programme.

The instructors were asked to give their opinion about the effectiveness of NFE programme. Table 7.25 H shows their opinion.

Table7.25 H Opinion of Instructors about the Effectiveness of NFE Programme

	Very Effective	Average Effective	Effective	Not Effective
Total	3	3	6	0
%	27%	27%	55%	0%

The data presented in the above table shows that 55% of the instructors had given their opinion about the NFE Programme as effective, 27% as very effective while another 27% as average effective.

7.26 H Suggestion given by the Instructors to make the More Effective

Success of NFE programme depends upon many factors. Quite a large number of problem have been identified by the instructors which have been discussed above Most of them are common problems, some are specific to particular situation. . The instructors provided following suggestions to solve the administrative problem.

(a) Honorarium to instructors and contingency grant for running the center as it is too inadequate These should be enhanced.

(b) There is no permanent place for running the center. This creates difficulty in many cases. Thus step should be taken to provide a permanent place for running the center.

(c) The contingency grants for purchasing stationary paper, chalk etc. should be raised as it is quite insufficient.

(d) There is dearth of instructional materials, equipments, aids and irregular and inadequate supply of these in the center This aspects should be looked after.

(e) Two hours of instructional time are insufficient for the learners. Thus attention should be t paid to increase the duration of instruction.

(f) Irregular attendance of learners resulting in difficulty of maintaining continuity in academic work and subsequent loss of interest. There is no machinery to obtain parental cooperation in this behalf.

(g) Many center have not been supervised even once in a year. Thus the expert should visit this center once.

(h) Lighting arrangement is extremely poor. Thus arrangement should be made to solve this problem.

(i) There is no proper seating arrangements for the learners in majority of the cases.

(j) There should be some provision for productive work in the center and also imparting vocational skills.

(k) Instructors should be provided with incentive for social service rendered by them.

(l) The learners should be provided with tiffins and lunch.

7.27 H Suggestions given by the Instructors to Overcome the Problems Academic Related to Academic.

(a) Non-Availabilty of appropriate learning materials have compelled instructors to use books used in the formal school. Thus this problem can be solved by preparing and provided text books meant specially for NFE children

(b) Learners find it difficult to attend night classes particularly during rainy seasons and dark nights. Thus afternoon class will help most of the learners to attend the classes except the working children. Separate classes should be held for working children of learners.

(a) It is difficult to organize co-curricular activities and games within two hours particularly at night.

(b) There is dearth of appropriate text-books or reading materials hand books, teachers guide etc. for transacting NFE curriculum. This should be provided immediately.

(c) Training programme for the instructors is very irregular. There are huge backlog of untrained instructors in most of the centers. Thus immediate steps should be taken to

Teaching Experience of Instructors (H)

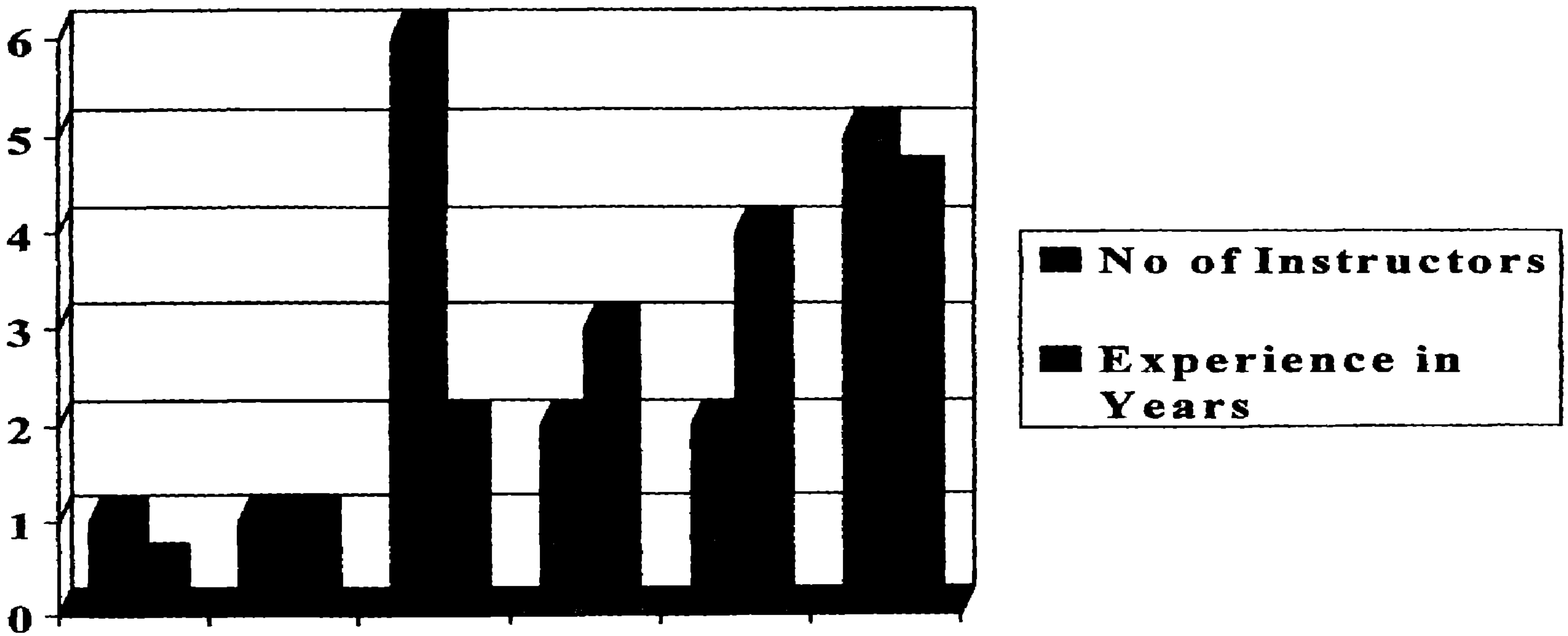


Figure - 7.2 (H)

Training Status of Instructors

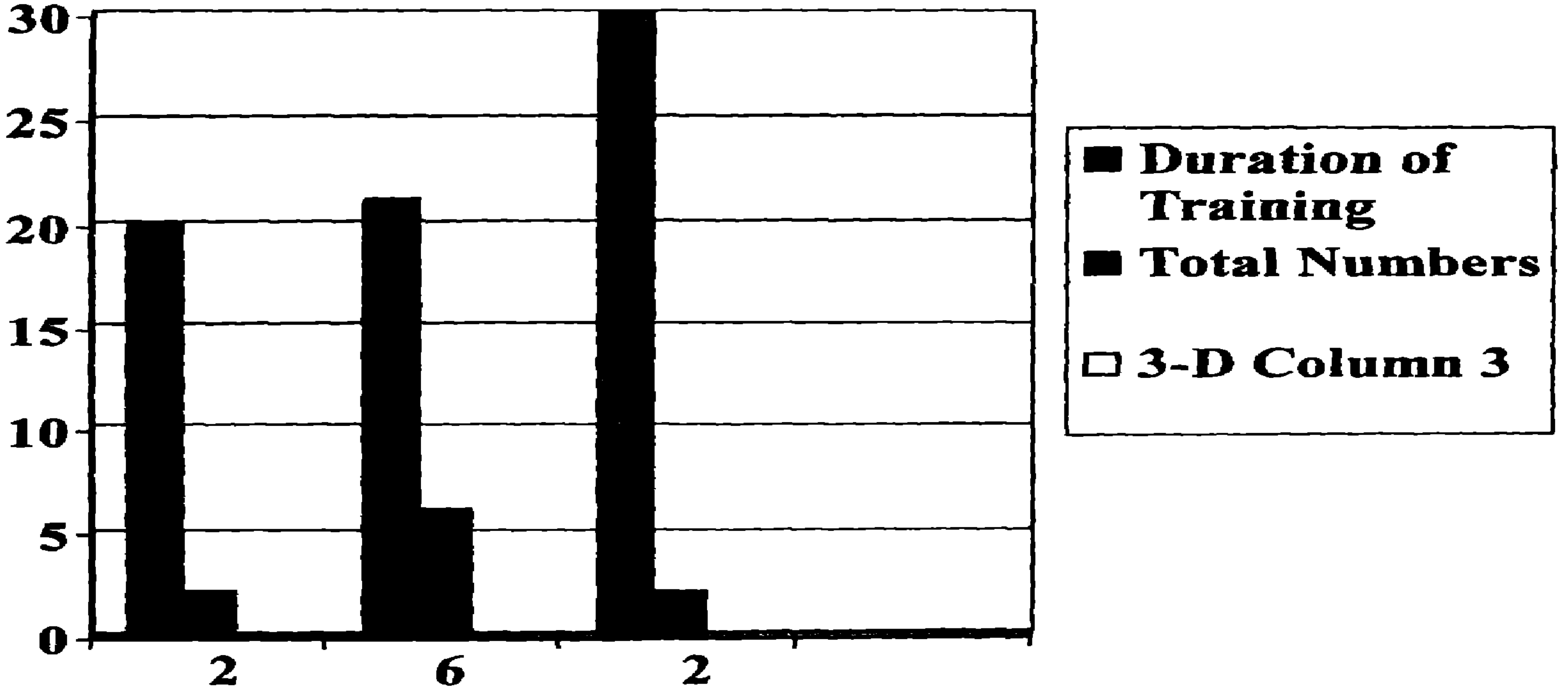


Figure 7.3 (H)

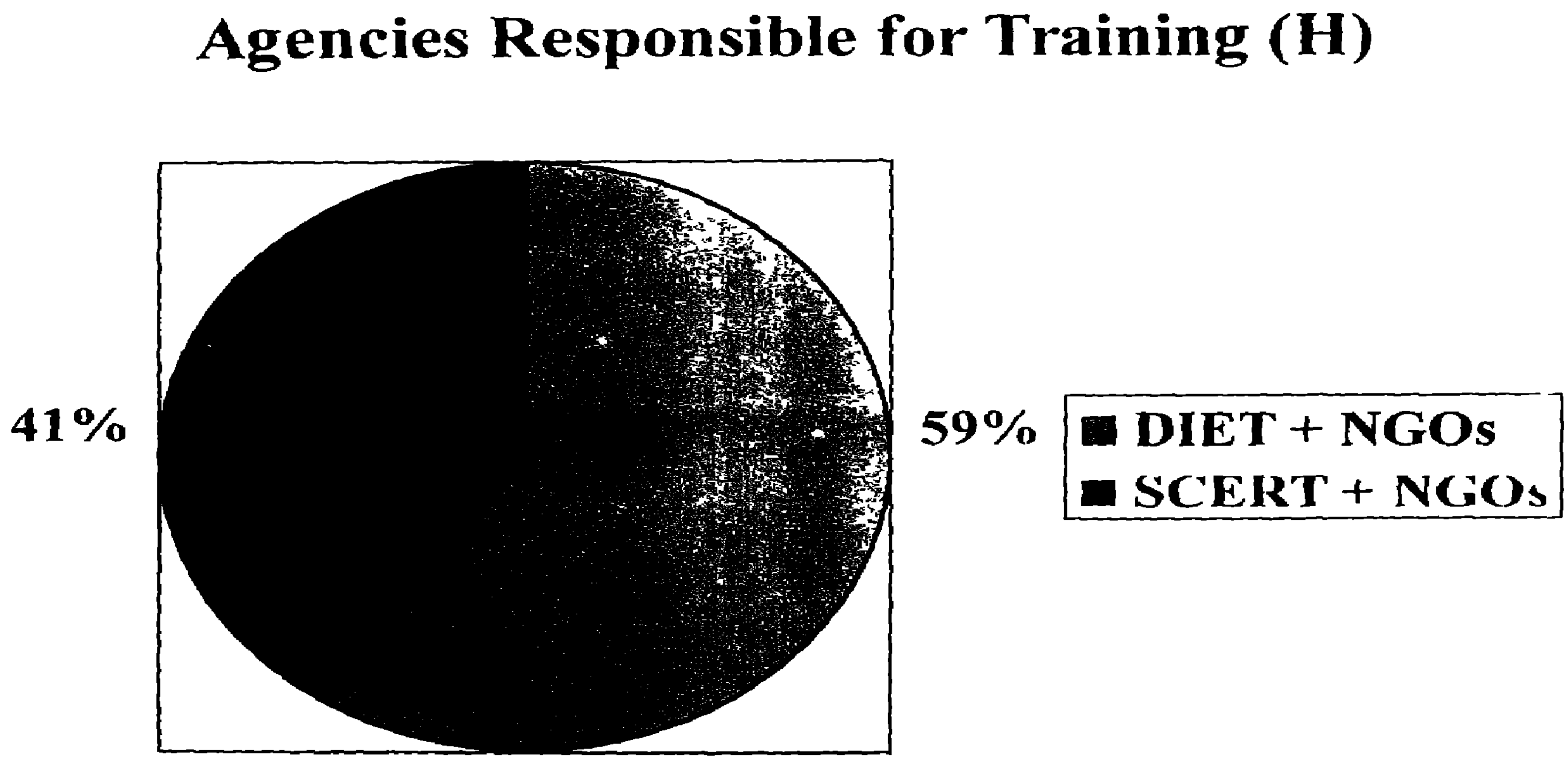

Agencies Responsible for Training (H)
41%
59%
DIET + NGOs
SCERT + NGOs

Figure 7.4 (H)

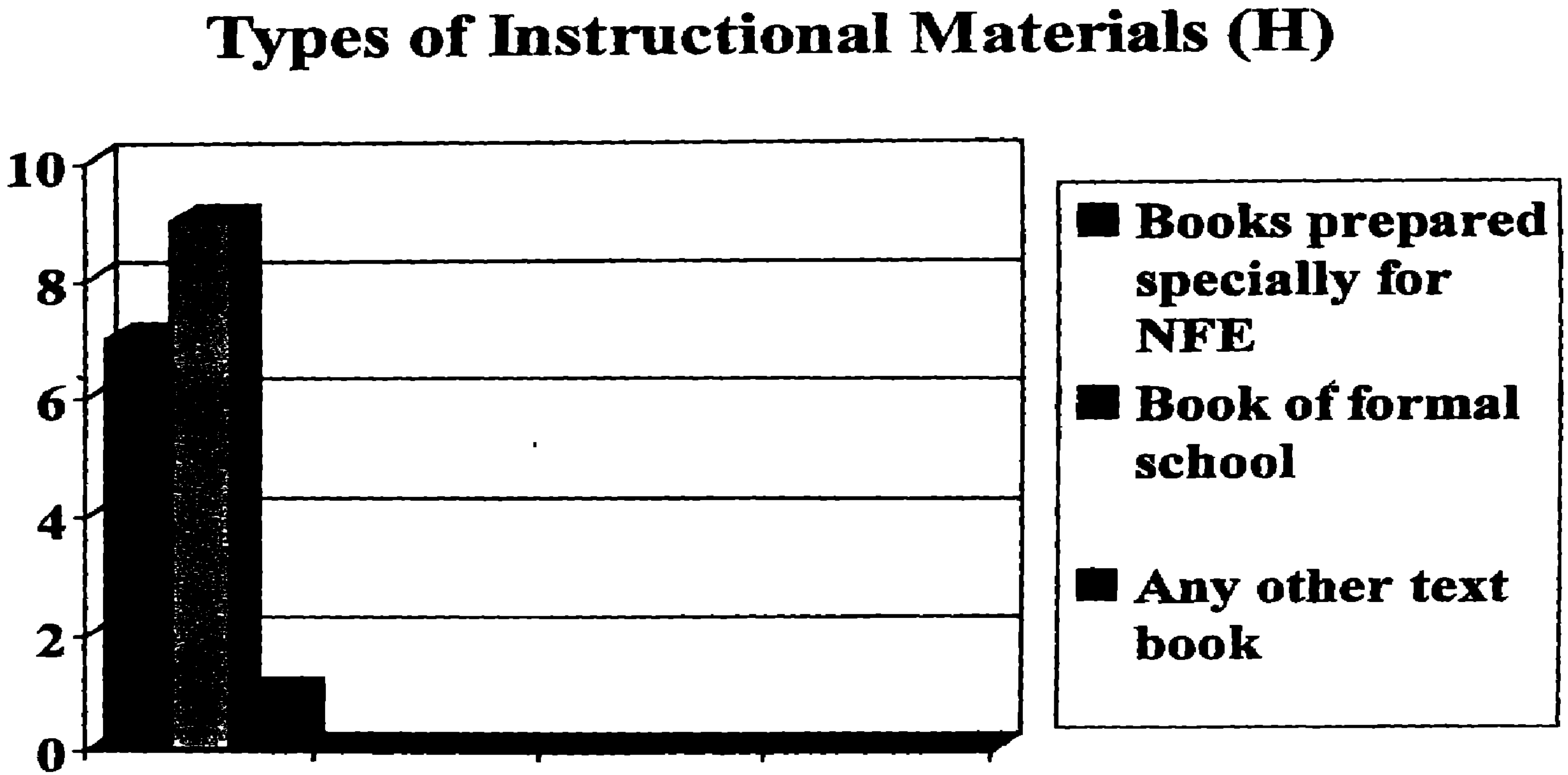

Types of Instructional Materials (H)
10
8
6
4
2
0
■ Books prepared specially for NFE
■ Book of formal school
■ Any other text book

Figure – 7.9 (H)

Effectiveness of Instructional Materials (H)

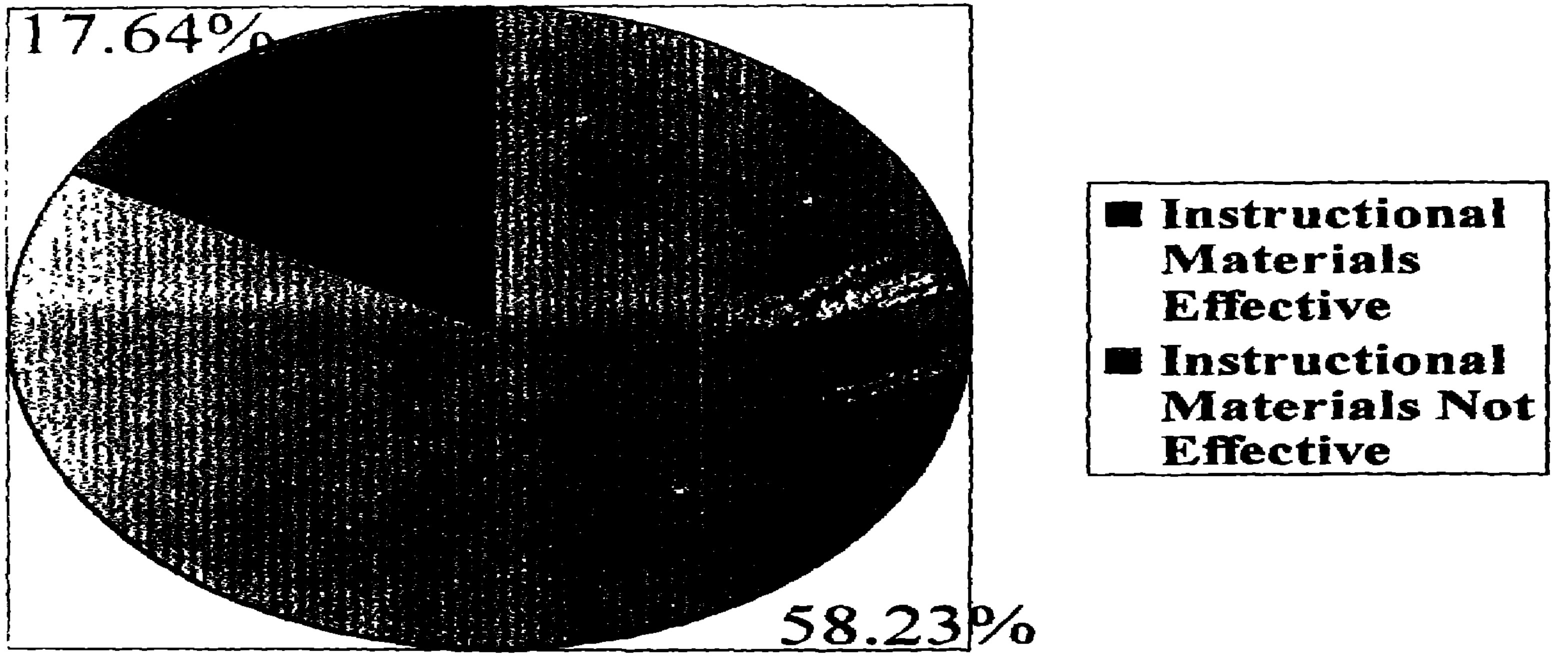
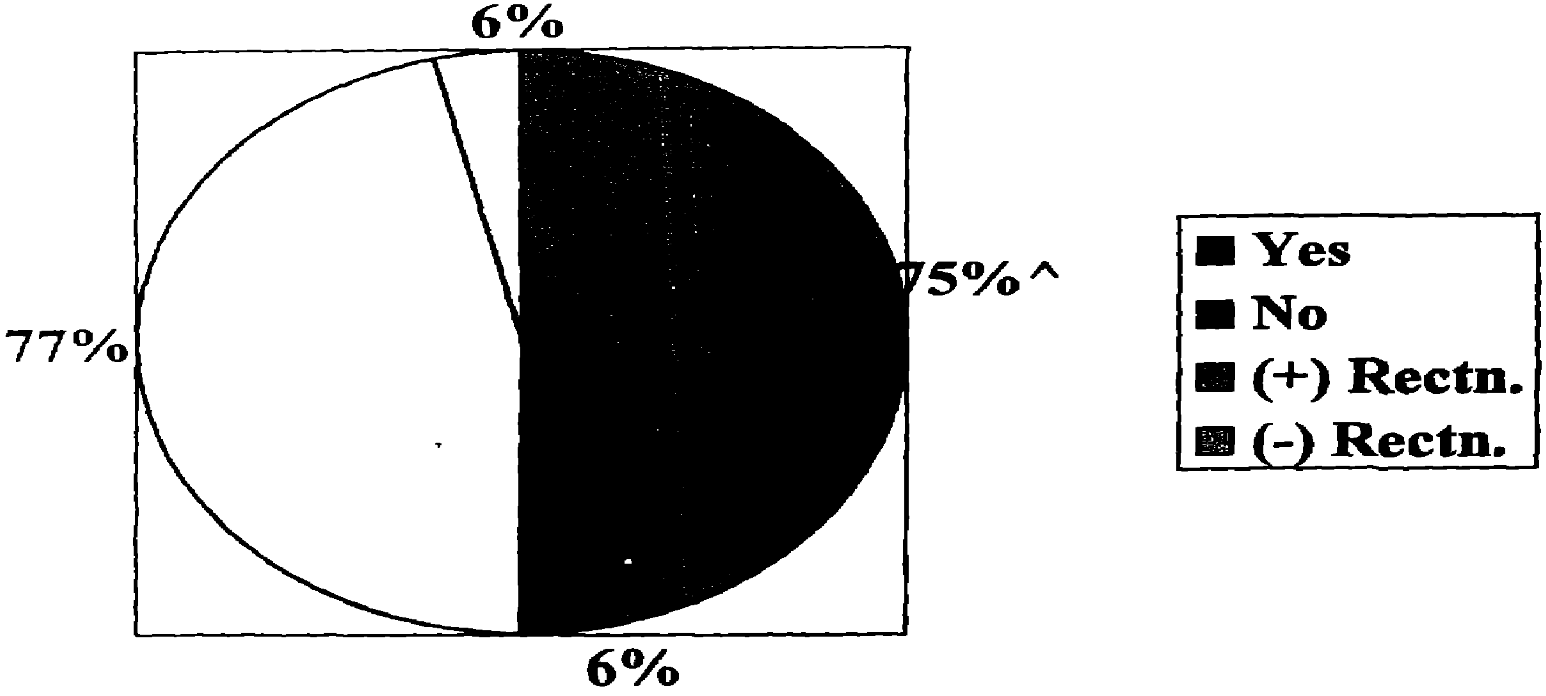


Figure – 7.11 (H)



Suggestion given to Project Officer and Other Agencies (H)

Figure – 7.12 (H)

Special Instructions to the Children According to their Special Needs (H)

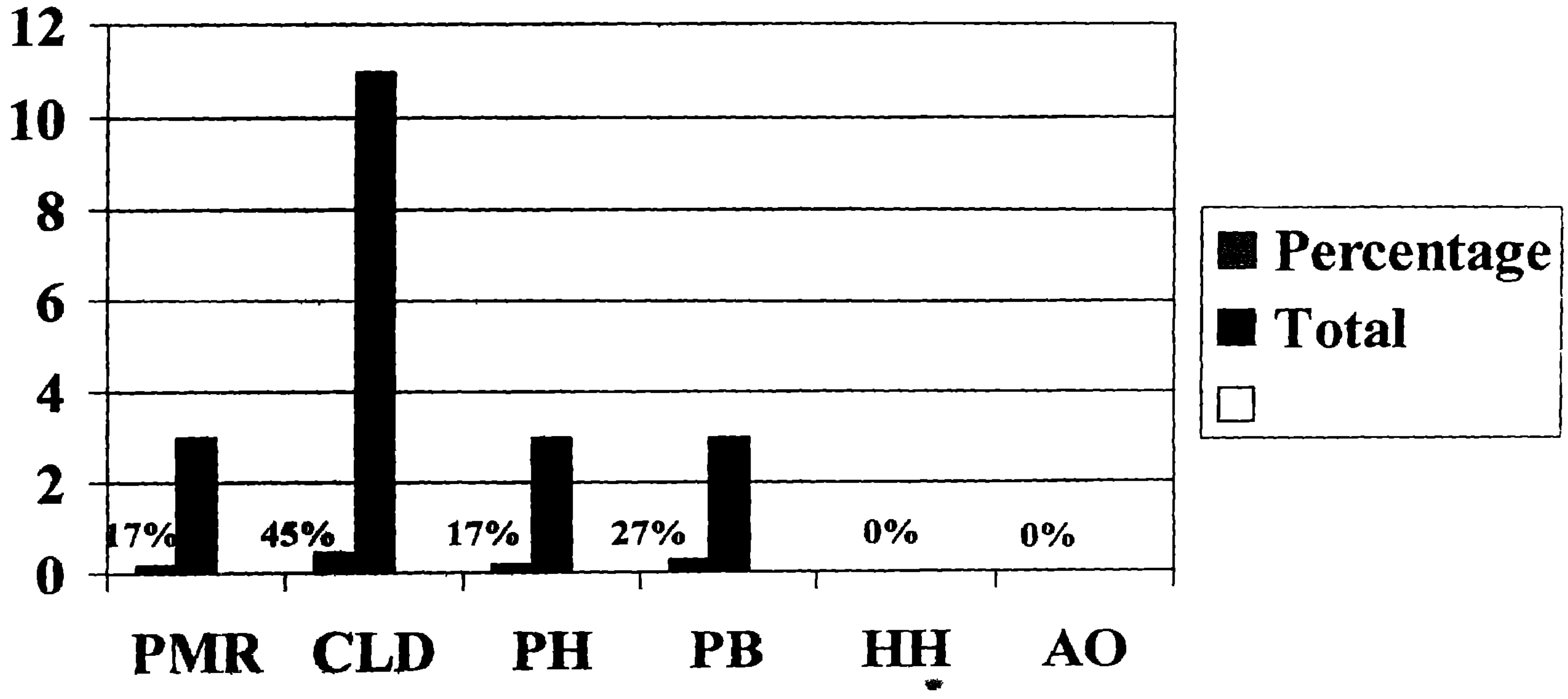
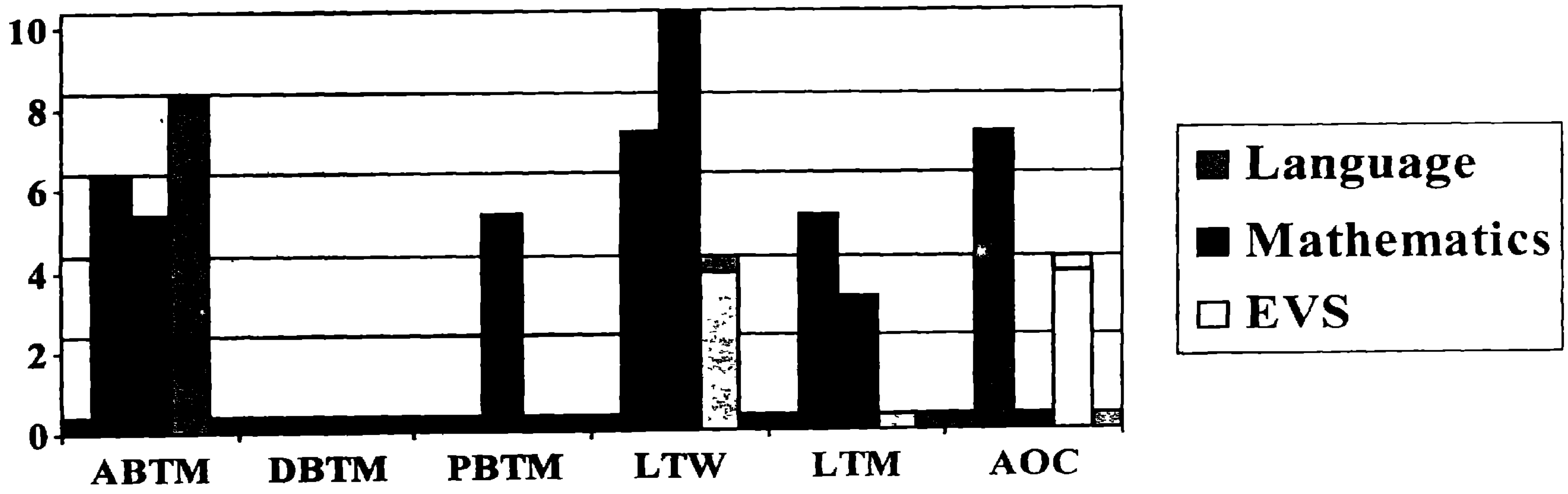


Figure - 7.13 (H)

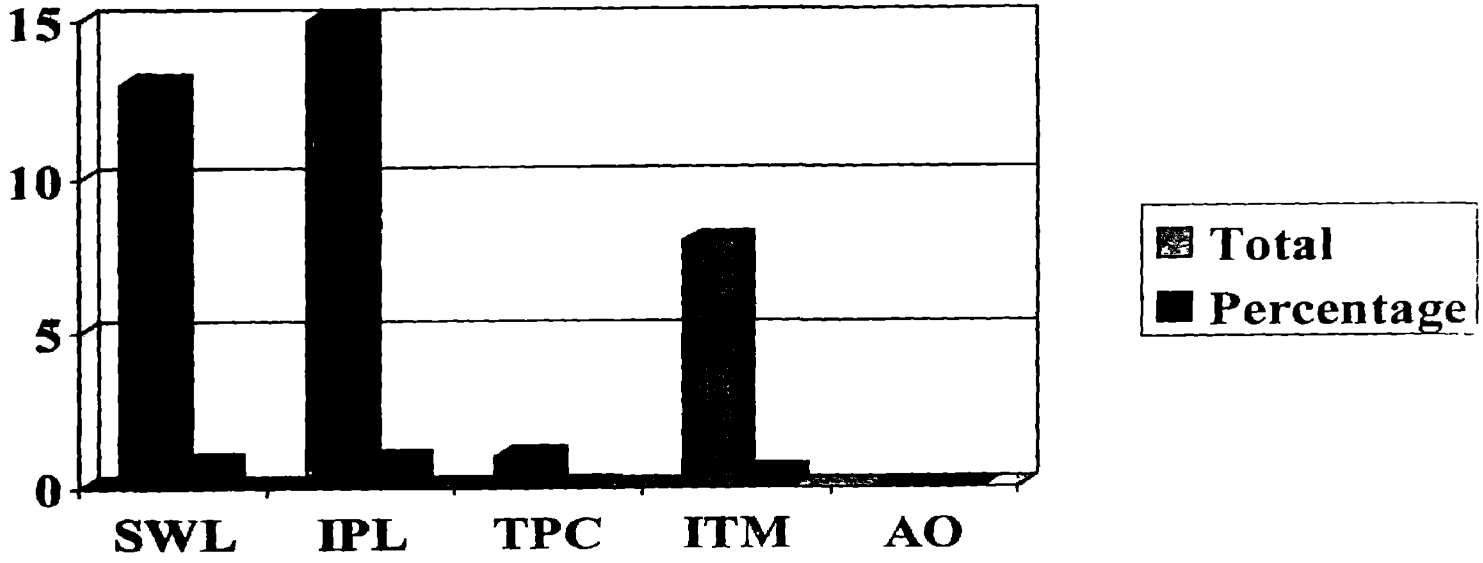
Teaching Methods Adopted by the Instructors



ABTM	-	**Activity Based Teaching Methods**
DBTM	-	**Drama Based Teaching Methods**
PBTM	-	**Puppet Based Teaching Methods**
LTW	-	**Learning Through Work**
LTM	-	**Lecture Based Teaching Methods**
AOC	-	**Activity Outside Center**

Figure – 7.14 (H)

Frequency of Responses of Instructors Related to Purpose of Evaluation



SWL - Strength & Weaknesses of Learners
IPL - Improve the Performance of Learners
TPC - To Provide Certificate
ITM - Improve Teaching Methodology
AO - Any Other

Figure – 7.15 (H)

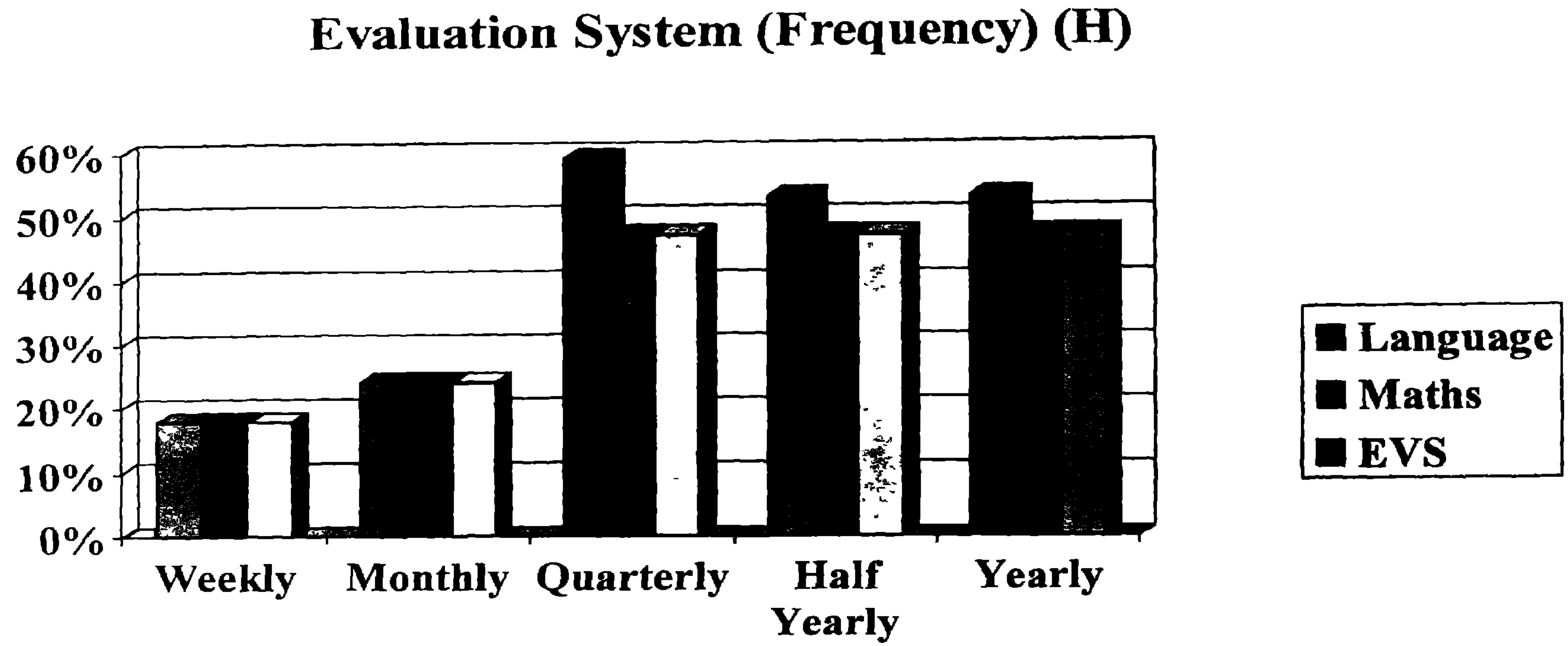

Evaluation System (Frequency) (H)
60%
50%
40%
30%
20%
10%
0%
Weekly
Monthly
Quarterly
Half Yearly
Yearly
■ Language
■ Maths
■ EVS

Figure – 7.16 (H)

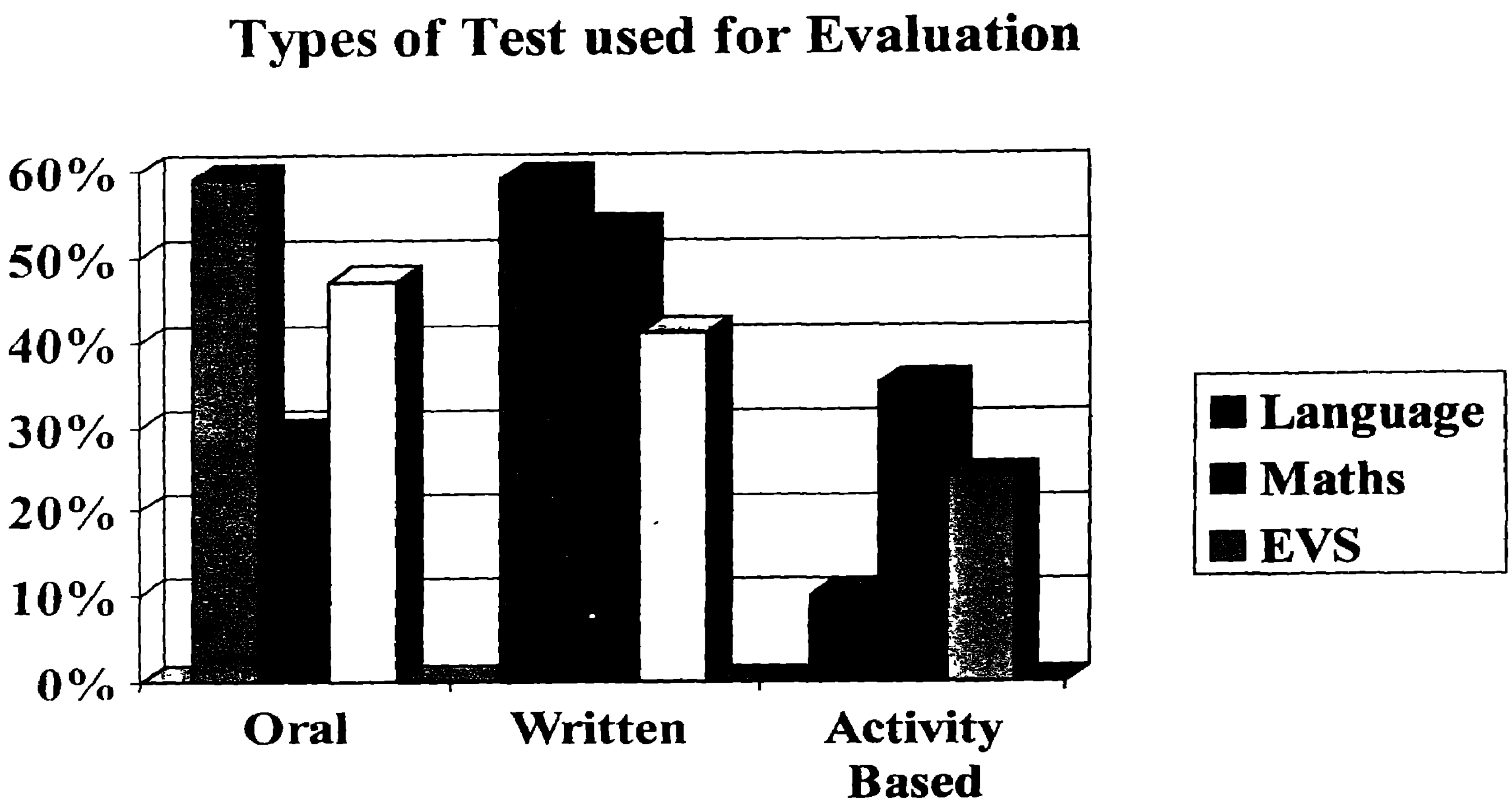

Types of Test used for Evaluation
60%
50%
40%
30%
20%
10%
0%
Oral
Written
Activity Based
■ Language
■ Maths
▨ EVS

Figure – 7.17 (H)

strengthen the training programmes. In this training programme the instructors should be taught appropriate methods and techniques to deal with the NFE learners.

Analysis of Data from Rajasthan

Responses from eleven (11) instructors from 3 NGO of Rajasthan were received and analysis of the same is presented below:

Table No 7.1 R Sex wise Distribution and Educational Qualification of Instructors.

No.of Instructors	Qualification of the Instructors							
	M	F	T	Under Matric	Matric	Hr. Sec.	Graduate	PG & Other
Total	8	3		3	5	3	0	0%
%	73%	27%	100%	27%	45%	27%	0%	0%

Table 7.1 R shows the academic qualifications, sex-wise distribution of the instructors.

(I) The Data shows that out of 11 instructors 73%(approx) were male and 27% were female. It clearly indicates that the numbers of male instructors were more than the numbers of female instructors. This is a deviation from the normal paractice as the female instructors are always encouraged to teach Primary grade learners at NFE centers in comparison to male.

(II) The percentage of under-metric instructors were 27%, 45%instructors were matriculate and 27% instructors were higher secondary qualified. No instructor had teaching experience. One Instructor was graduate with B. P. Ed (Bachelor degree in Physical Education). This shows that most of the instructors were adequately equipped academically to teach primary grade NFE learners. But it should be noted here clearly that training in NFE is very necessary for these instructors to make the NFE system effective.

Table No. 7.2 R Teaching Experience of Instructors

Instructors	Experience of Instructors in Teaching NFE children					
	Duration of Teaching					
Total Numbers	6 Months	1 Year	2 Year	3 Years	4 Years	More than 4 Years
	0	4	2	0	2	3
%	0%	36%	18%	0%	18%	27%

Table no 7.2 R which shows the experience of instructors in teaching NFE learners indicated that the percentage of instructors teaching in NFE centers for more than one year was highest and their percentage was 36%.. The percentage of instructors teaching for more than 2 years was 18% while the percentage of instructors teaching for 4 years and more than 4 years was 18% and 27% respectively. The above data shows that the instructors do not leave the NFE center frequently as it is ordinarily believed.

Training

The training of instructors is an important aspect for the success of NFE system. Training is necessary to acquaint the instructors with the philosophy of Non-Formal Education and to expose them to some of the latest techniques, approaches & methods of teaching.

There is a provision of inservice training programme for the instructors in Rajasthan which is organised either by the SIERTs/SCERTs or by the DIETs or by NGOs. The training programme used to be held for 10 days twice in a year in Rajasthan. The duration of the training varies from 5 – 8 hours per day. Usually more time is given to theoretical content of the programme.

Table No. 7.3 R Training Status of Instructors

Training Given to Instructors		
Duration of Training	Total Number	Pecentage (%)
20 Days	5	45%
21 Days	3	27%
30 days	3	27%

Table 7 3 R shows the percentage of instructors who received 20 and 30 days in service training. Table 7.4 R shows the agencies who provided the training. Table 7.3 R indicated that 45% of the instructors had been given in-service training for 20 days in a year, 27% for 21 days and another 27% for 30 days in a year

Table No 7.4 R Agencies Responsible for Training

Organisation giving Training	Total Number	Percentage (%)
NGOs	6	55%
SIERTs/SCERTs/ SRCs	3	27%
DIETs	2	18%

The data presented in Table 7 4 R showed that 55% of the training programme for the instructors were organized by NGOs/VAs, 27 % by the SIERT and 18 % by the DIETs

From the above data it clear that NGOs/VA are taking major infinitative in organizing training programme for the instructors in comparison to governmental agencies. Further it was reported that Lok Jumbish, a voluntary agency in Rajasthan is playing a vital role in giving training to the instructors. Since the training programme for instructor is very important for the success of NFE programme, the government machineries in Rajasthan will have to take more intiative and follow-up action in this direction.

7.5 R Honorarium

Under the NFE programme the jobs of the instructor have been considered voluntary work. Hence, all the instructors in Rajasthan are paid a fixed honorarium of Rs 300/- per month. The instructors have openly stated that payment is seldom regular and they have to wait for several months to get it the honorarium. This has a demoralising effect on them. Therefore, the regularity of payment and increasing the amount will benefit the programme. In some of the NFE centers in addition to the honorarium but the payment is irregular. **Better remuneration and some form of incentive may go a long way in creating interest among instructors for successfully implementing the programme.**

7.6 R Selection and Appointment of Instructors

The information received on this aspect indicated that two criteria for selection of NFE instructors, i.e candidate should reside in the locality where the NFE center is functioning and preference to be given to the female candidate were met by and large. In addition to the above, 90(ninety) per cent of the instructors were selected through open interview. The interview were conducted either by the Concerned Project Officer or Secretary /Director of the concerned NGO. For the NFE center in GO sectors the Assistant Director of Non- Formal Education (ADNFE) of the concerned District selected the NFE instructors.

.7.7 R Infrastructural Facilities

There are different types of infrastructural facilities available to the instructors in the Non-Formal Education Center. These includes chalk-duster, Black-Board, Chart/Posters, etc. Ninety five (95%) per cent of the instructors who responded to the questionnaire were getting the above mentioned facilities at the NFE centers. Besides the above, in some center facilities and equipment for sports and games, stationery and furniture such as, table and chairs were also available. 75% instructors mentioned about the availability of the electricity 10% mentioned about the availability of first-aid box. While children at the NFE center gets the facilities such as follows:_

In response to facilities available to NFE learner Seventy five per cent(75%) instructors mentioned about the availability of facilities like Dari, Tat-Patti, drinking water, writing materials, Instructional Materials, Musical Instruments and Sports equipment to the children at the NFE centers. None of the center provided the facilities like table-chair, bench, scholarship, mid-day meal and first aid to children at the NFE center.

It has been observed that the physical or infrastructural facilities provided at the NFE center are poor. In majority of the cases the centers are located in places unsuitable for teaching learning activities, instructional activities, although these are constructed in cooperation with the places community keeping in harmony with the learners own dwelling houses

7.8 R Source of Finance

Table 7.8 R Source of Financial Assistance

Types of Organisation	Name of the Organisation	No. of NFE center each NGO/Go	Source of Financial Aid	Pecentage of Financial Assistance from Central Govt.
NGO	1.RMV (Rajasthan Mahila Vidhyalaya)	100	Central Govt.	100%
	2.RV(Rajasthan Vidhyapeeth)	100	-do-	100%
	3. RBKS (Rajasthan Bal Kalyan Samiti)	50	-do-	100%
GO	---------	100	-do-	100%

Under the Centrally Sponsored Scheme of Non-Formal Education all NFE centers are supposed received cent per cent (100%) financial assistance. Table 7.8 R shows the source of financial assistance provided to the NFE center. As reported NFE centers in

NGO & GO. sectors were receiving 100% financial assistance from the Ministry of Human Resources Development (MHRD) Govt. of India. However, according to the instructors the financial assistance provided by the Central Govt. is not adequate enough to provide infra- structural and academic facilities run the NFE center

The type of Instructional Facilities available in the center is shown in Table 7.9 R

Table No. 7.9 R Types of Instructional Materials

Total No. of NFE Centers using text-books Especially meant NFE	Percentage of NFE Center using following text-books, especially for NFE	Total No. of NFE Center using text-books,of Formal School.	Pecentage of NFE center following text book of Formal School.	Total No. of NFE centers using any other text books.	Percentage of NFE center following any other text book
8	73%	10	91%	3	28%

Table 7.9 R shows the types of Instructional materials used by different NFE center. 73% of the NFE center were using text book of NFE and 91% of the centers were using text book of Formal School while 28% were using text book prepared by Voluntary Agencies or NGOs.

Table No. 7.10 R Source of Instructional Materials

Subject	NGOs		SIERTs		DIETs	
	Total	%	Total	%	Total	%
Language	5	46%	4	37%	2	17%
Arithmetic	5	46%	4	37%	2	17%
EVS	5	46%	4	37%	2	17%

The data presented in Table 7.10 R shows the source instructional materials used by different NFE Centers

Information received showed that 46% of the Language text books used by different NFE Center were prepared by NGOs , 37% by the SIERT and 17% by DIETs.

Similarly 46% of the Arithmetic text book in Environmental Science. These text book were prepared by the NGOs, 37% by SIERT and 17% by the DIETs.

All books were approved by the State Govt. for use in the NFE Center.

Table No. 7.11 R Supplementary Instructional Materials

Supplementary Book For Reference of Instructors		Supplementary Books Available for Children	
Total	Percentage (%)	Total	Percentage (%)
10	91%	9	81%

Table 7.11R shows supplementary instructional materials provided to instructors and NFE learners. Beside text book 91% of the instructors were provided with supplementary instructional materials for reference. Similarly 81% of the childrens were also been provided with supplementary instructional materials as reading materials for home.

Table No. 7.12 R Effectiveness of Instructional Materials

Instructional Materials Effective		Instructional Materials Not Effective	
Total	Percent (%)	Total	Percent(%)
8	73%	3	27%

Table no. 7.12 R gives instructors opinion on effectiveness of instructional materials. It also showed 73% of the Instructors considered the Instructional materials effective for teaching-learning activities, 27% formed them non-effective. It may be mentioned in this connection the instructors reported that majority of the books has been written in accordance with NFE syllabus or syllabuses covering other learning process.

From the above Data it is very clear that, a large percentage of instructors depended on both NFE and FE text books.

The probably reasons for depending upon the text books of formal system may be the following

(i) The Non-availability of NFE text book in text number and in time – The fact was that stated by majority of the instructors.

(ii) Lack of competence of instructors for handling to are the new type of instructional materials prepared , especially for NFE learners.

(iii) It is easier for the instructor to use the traditional method of teaching with which they are familiar.

(iv) Majority of the instructors are not familiar with the technique and learning styles appropriate for the NFE learners.

Majority of the instructors found it very difficult to refer the books prepared by NGOs although the books have been approved by the State Govt. for use in the NFE center. The books prepared by SIERTs and DIETs were formed be more effective in teaching and learning process.

Table No. 7.13 R Suggestion Given to Project Officer and Other Agencies Regarding Effectiveness of Instructional Materials

Total No. of Instructor giving suggestions	% of Instructors giving suggestions	Total No. of Instructors not giving suggestions	% of Instructors not giving suggestions	"+ ve" Reaction	% of "+ ve" Reaction	"- ve" Reaction	% of "-ve" Reaction
8	73%	3	27%	8	73%	3	27%

Table 7.13 R shows the suggestion given to Project Officer of NGOs and other agencies providing instructional materials regarding the effectiveness of Instructional materials.

73% of the instructors stated to have given suggestion to the Project Officer of Voluntary Organisation and other Agencies providing instructional materials like SIERT and DIET to make the materials more simple learners oriented and less time consuming. Out of them 73% stated to have received possitive response and 27% negative response. Another 27% stated to have not given any suggestions.

The instructors have also stated that learners take more time to comprehend and conceptualise the text prepared by the NGOs in comparison to those prepared by the SIERT and DIET. Similarly the content matters and presentation styles of text book on Arithmetic and Environmental Science prepared by Voluntary Organisation are erroneous. This fact was mentioned several time by the instructors Majority of the instructors suggested to make the instructional materials more specific to the interest of the learners

7.14 R Special Instructions to the Children According to their Special Needs.

Paritally Mentally Retarded		Children with Learning Difficulties		Physically Handicapped		Partially Blind		Hard of Hearing		Any Other	
Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
4	36 %	5	45 %	3	27%	3	27 %	0	0%	0	0%

Table no. 7.14 R shows the special instruction facilities provided by the instructors to the children with following special need.

36% partially mentally retarded children, 45% of the mentally retarded children, 45% children with learning difficulties 27% physically handicapped children, 27% partially blind children were provided with special instruction facilities. There were no hearing impaired children.

But the teaching methodology curriculum for this disadvantage group of children is not known.

Table 7.15 R Teaching Methods

Academic achievement of learners depends upon the adoption of appropriate methodology of teaching not only to the subject of instructions but also to the specific lessons or units as well as to the learners potentialities, abilities and interest. It is therefore very necessary to find out the specific methodology of instruction which are being used by the instructors.

Table No. 7.15 R Teaching Method adopted by the Instructors

M	E		T		H		O		D		S	
Subjects	Activity Based Teaching Methods		Drama Based Teaching Methods		Puppet Based Teaching Methods		Learning through Work		Lecture Based Teaching Methods		Activity Outside Center	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Language	6	55%	6	55	5	46	5	46	6	55	0	0
Mathematics	6	55%	0	0%	0	0	9	82	6	55	3	27
EVS	9	82%	3	27	3	27	10	91	9	82	8	73

Table 7.15 R show the various types of teaching methods adopted by the instructors.

The analysis of data presented in the above table showed that for teaching language 55% instructors used Drama, Lecture and Activity based teaching methods, 46% used Puppet, and another 46% instructors adopted the learning through work method. Activity outside the center was not used at all for teaching Language.

Similarly in teaching Mathematics, 55% instructors adopted lecture method and activity based teaching method 82% used learning through work method, 27% used activity outside the center. No Instructors used Drama based or puppet based teaching method.

The most commonly used method in EVS was learning through work method 91% instructors used this techniques 82% instructors used activity based and lecture method, 73% adopted activity outside the center as method of teaching. Drama based and Puppet based teaching methods were used only by the 27% instructors.

The above analysis clearly reveals that Dramatisation and Activity based methods were powerful techniques used in teaching language. Activity outside the center and Puppet based methods were least used methods..

In Mathematics, the most frequently used method was learning through work. Lecture method was also adopted a good number of times. This indicates that appropriate method was also used for teaching Mathematics.

Similarly learning through work, activity based and lecture methods which were used most frequently in teaching Environmental Studies was also appropriate for it.

7.16 R Purpose of Evaluation

Evaluation of learners achievement is an integral part of teaching-learning process. It enables the instructors to judge the programme of the learners as well as helps him/her to improve teaching strategies. The questionnaire sought information on following five main purpose of evaluation.

(i) To identify the strengths and weaknesses specific learning area,

(ii) To improve the performance.

(iii) To improve the teaching strategy.

(iv) Any other purposes were sought for in the questionnaire.

Table 7.16 R Shows the Frequency of Responses Related to Purpose of Evaluation

Strength & Weakness of Child of Learning Area		Improve the Child Performance		To Provide Certificate		Improving Teaching Methodology		Any Other	
Total	%	Total	%	Total	%	Total	%	Total	%
11	100%	11	100%	2	18%	3	27%	0	0%

The data presented in table 7.16 R showed that 100% instructors used evaluation of pupil's learning as a technique to identify the strengths and weaknesses of each child in specific learning area and to improve the performance of each child . However, 27% of the instructors also said that they use evaluation pupils as indicator for improving the teaching techniques /strategies. Only 18% instructors used evaluation for providing certificate.

From the above analysis it is clear that instructors had adequate knowledge about objectives of pupil's evaluation and used the technique for identifying the strengths and weaknesses of the learners and also used it for improving teaching technique. This input of instructors can help in modifying the curriculum as well as improving the curriculum transaction process.

7.17 R Evaluation System (Frequency)

Table 7.17 R Evaluation System (Frequency)

Subjects	Weekly		Monthly		Half-yearly		yearly	
	Total	%	Total	%	Total	%	Total	%
Language	4	36%	6	55%	5	45%	5	45%
Maths	4	36%	6	55%	5	45%	5	45%
EVS	4	36%	6	55%	5	45%	5	45%

Table 7.17 R showed Frequency and periodicity of pupil's Evaluation. In all the three subjects Language, Mathematics & Environmental Studies monthly test was predominantly used. Beside this,weekly, half-yearly and yearly test were also adopted for recording the progress of the learners. The table shows 55% instructor adopted monthly test for each subject, 45% instructors adopted half-yearly and yearly tests and 36% instructor adopted weekly test for all the three subjects.

It may be concluded that half-yearly and yearly evaluation are the commonest practice. Besides this, monthly and weekly test in each subject were used for measuring progress of the learners.

Table 7.18 R Used for Evaluation (Types of Test)

	Types of Test					
Subjects	Oral				Activity Based	
Language	10	91%	11	100%	0	0%
Mathematics	9	82%	11	100%	7	73%
EVS	8	73%	11	100%	7	63%

Table 7.18 R showed Types of Tests that were used to Measure Progress of Learners

The responses revealed that almost universally a combination of oral and written tests was applied in case of language 100% instructors revealed to have applied written test and 91% instructors had applied oral test in Language

Similarly oral, written test and activity based test were used in Mathematics 100% instructors used written tests, 82% and 73% instructors used oral tests and activity based test respectively

In Environmental Studies 100% instructor used written test, 73% instructors used oral test and 63% instructor used activity based test.

It may be concluded that instructors used a variety of tests to evaluate performance of learners. Written tests was predominant method used for testing the specific ability of the learners but also in keeping the progress in records. Oral test is used for to develop the communication skill as well as the clarity expression of learners on particular topic. Activity based tests helps in using skills of mental process, such as, observation clarification reporting inferring, etc.

7.19 R Supervision of Center

Table No. 7.19 R Supervision of Center

Level of Supervisors	Frequently		Weekly		Monthly		Quarterly		Half-yearly		yearly	
	T	%	T	%	T	%	T	%	T	%	T	%
Block	2	18%	6	55	3	27%	1	10%	0	0%	0	0%
Cluster	0	0%	4	36	0	0%	3	27%	0	0%	0	0%
District	0	0%	0	0%	0	0%	0	0%	6	55%	0	0%
State	0	0%	0	0%	0	0%	0	0%	0	0%	2	18%
Other	0	0%	2	18	0	0%	2	18%	2	18%	2	18%

Table 7.19 R shows the Frequency of Supervision.

The responses of instructors reveals that 55% center were supervised weekly by the Block Level Supervisory Staff. Similarly 27% center were supervised monthly and 10% quarterly by the block level supervisory staffs

The responses of instructors also revealed that only 36% centers were supervised weekly and 27% quarterly by the officials at cluster level 55% center were supervised half-yearly by the District level officials. State Level official supervised 18% center yearly.

The responses to the questionnaire revealed that there was fairly well coordinated a system of monitoring and supervision at the cluster level , block level as well as at the district level. The voluntary Organisations/NGOs have their own supervisors where level as the centers run by the State Government who can hardly cope with large number of centers in such district. Therefore, some positive steps are needed to strengthen and monitoring mechanism at Tate level Govt. Officials.

7.20 R Types of Help And Guidance of Supervision provided to the Instructors

The responses of the instructors revealed that the supervisors & Project Officers provided help to them in many work for example, guidance in organisation of teaching, improvement of teaching methods, evaluating the children's performance and record keeping, organising the extra-curricular activities, building community support, etc.

Beside this, the supervisors also provided guidance for re-admissions of dropouts and non-enrolled children in NFE centers. The instructor data further revealed that the Project Officer and the supervisor provided various suggestion for follow-up action for the school or NFE centers.

7.21 R Reaction of Parents towards NFE centers

Motivation to parents for sending their children to NFE center has been constant challenge for instructors. Some of the parents do not feel much inclined towards sending their children to NFE center when education is not meaningful and not related to their lives

Table 7.21 R Reaction of Parents towards NFE Center

Enthusiastic		Satisfied		Neutral/Not interested		Not Satisfied	
Total	%	Total	%	Total	%	Total	%
2	18%	5	45%	3	27%	1	10%

Table 7.21 R shows the reaction of parents towards the NFE Center as given by the instructor. It shows that 18% parents were enthusiastic toward NFE programme as well as working of the center. 45% were satisfied, 27% were either neutral or were not interested in NFE programme and 10% were not at all satisfied.

Considering parental response to the programme it can be said that it is difficult to motivate such parent who are neither interested nor willing to send their children to NFE center. It is all the more difficult to motivate the parents who are not satisfied at all with the NFE programme . Nevertheless effort is needed to persuade such parents directly or through different types of publicity campaign is to send their children to Non-Formal Education Centers. The instructors datas also revealed that less than 50% parents are satisfied in the NFE programmes. According to them parents often complains the types of education which is being given to their ward has deprived the latter of their place in the society. Thus efforts is very much needed make education programmes relevant and contextual.

7.22 R Reaction of Children

Table 7.22 R Reaction of Children

	Highly Motivated	Satisfied	Happy	Not Interested
Total	4	5	1	2
Percent (%)	36%	45%	9%	18%

Table 7.22 R showed the reaction of children towards the NFE center

The instructors were asked to give their responses on the reaction of children on NFE. The data revealed that 45% learners were satisfied, 36% were highly motivated and 18% were not interested. These data revealed that still a substantial number of learners are not interested in NFE programme. It is difficult to find out the single reasons for the same from the data of received from the instructors.

Most of the instructors (72%) revealed that it is very difficult to motivate the parents as well as the children who are not interested in NFE programme. Nevertheless they persuade the parents directly or through village Education Committees (VECs) community or publicity materials from time to time to send their children to NFE center.

7.23(A) R Problem Faced by the Instructor in Proper Implementation of NFE Programmes.

Some of the Questionnaire were set-up to know about the problems faced by the instructors in mining the center and during teaching process. The problem were categorized into children related problems, Parents & Community related problems, administration related problems and others.

Table 7.23(A) R Children Related Problems

	Lack of Motivation	Lack of Time	Health Problems	Lack of Concentration	Family Problem	Any Other
Total	5	8	8	6	11	0
%	45%	73%	73%	55%	100%	0%

Among the children related problems the instructors data revealed that cent percent (100%). Children were facing the family related difficulties, 73% were suffering from health related problem, 55% children were facing the problems of lack of concentration and 45% lack of motivation. The working children were facing different kind of problem. According to the instructors 73% working children were facing problems of due to lack of time.

Parents /Community Related Problems

Table 7.23 (B) R Parents /Community Related Problems

	Lack of Motivation	Non-Cooperation of Parents	Gender Bias	Low Socio Economic Status	Family Problem	Any Other
Total	8	5	5	10	9	0
%	73%	45%	45%	91%	82%	0%

Table 7.23 (B) R showed the problem faced by parents. The instructors reported that both learners as well as their parents face a variety of problems. The data received reported that 73% instructors found it difficult to motivate parents; 45% instructors reported parents were unwilling send their girl child to the center; 82% instructors reported that family problem of parents and 91% instructors sighted the low Socio-Economic status of parents as man's problem.

From the above analysis it is very clear that the participation of parents in Non-Formal Education Programme is very low. Further success of the programme active co-operation from parents and community is needed. It is, therefore, necessary but enough

For proper planning and implementation of NFE programme timely and adequate availability of the funds in the NFE centers is essential. Apart from financial constraints work of the center is also hampers by other administrative bottlenecks. The instructors were asked to state the administrative problems they facing. The data is presented in table 7.23 (C) R.

Table 7.23(C) R Administrative Problems faced by Instructors

Types of problems	Insufficient irregular timely availability of funds	Lack of Infrastructural facilities	Non-Cooperation of Supervisor Project Officer etc.	Lack of Good Training Programme	Communication Problem	Lack of Availability of teaching, learning Material	Any Other
Total	10	8	2	5	3	8	3
%	91%	73%	18%	45%	27%	73%	27%

7.23 (C) R Administration Related Problems

In the administrative area the most common problem was irregularity and inadequacy in the supply of funds and teaching-learning materials. 73% instructors reported that Non-availability of teaching and learning materials in time create major problems. 91% instructors stated about the insufficient financial aids. 73% instructors reported about the lack of infrastructural facilities available at the NFE centers, 45% reported about the non-availability of good training programme, 18% reported about the communication gap between them and supervisors, Project Officers etc. The financial aids and payments of salary to the instructors and insufficient contingency grants were also reported by 91% of the instructors.

Suggestion given by the Instructors to overcome the Children related problems

A number of difficulties and bottlenecks have been faced in attracting

And holding pupils to non-formal education center. The instructors have furnished many suggestion to overcome the children related problems.

The following suggestions were made by the instructors :-

(a) Children should be provided with tiffin.

(b) Children should be provided with sufficient reading and writing materials

(c) Medical facilities should be given to them in order to overcome the health related problem.
(d) The duration of teaching for working children should be reduced.
(e) Provision for sanitary measures and drinking water should be made facilities.
(f) Children should be provided with sports equipments.
(g) There should be regular supervision of NFE centers.
(h) Regular training programme should be organized for the instructors.
(i) Necessary infrastructional facilities and equipment should be provided to the center.
(j) More and better incentives need to be given to children and other alike to attract them to Non-Formal Education Center.

Suggestions given by the Instructors to Overcome the Administration Related Problems.

The following suggestions were made by the instructors to overcome the administration related problem :

(a) The center should be provided with adequate teaching-learning materials.
(b) The center should absolutely in a permanent place with sufficient accommodation.
(c) Financial aids should be provided timely.
(d) There should be regular supervision of the centers.
(e) Regular Training Programme should be conducted to make the instructors efficient.
(f) Necessary infrastructural facilities should be provided to the Instructors.

7.24 R Opinion of the Instructors about the Effectiveness of NFE Programme.

The instructors were asked to give their opinion about the effectiveness of the NFE Programme. Table 7.24 R shows their response.

Table7.24 R Opinion of Instructors about the Effectiveness of NFE Programme

	Very Effective	Average Effective	Effective	Not Effective
Total	3	3	6	0
%	27%	27%	55%	0%

The data presented in the table 7.24 R showed that 55 % instructors felt that the NFE programme was effective; 27% responded that items very effective and 27 % felt it was average.

7.24 R Suggestion given by the Instructors to make NFE programme More Effective

Success of NFE depends upon multi dimensional factors Quite a large number of problems have been identified by instructors. Most of them are common problems, some are specific to particular situation. All these problems have been clubbed together. For example - Administrative Problems, problems related with learners parents and community. The instructors provided following suggestions to solve the administrative problems.

(a) The honorarium to instructors and contingency grant for running the center is inadequate. The Honorarium and contingency grant should be increased.

(b) Contingency grant for stationary and writing materials should be increased.

(c) Often the NFE center are located in a temporary places. Sometimes no where – there is a need to have permanent place for locating NFE center which is easily approachable.

(d) The NFE center should have timely6 and adequate supply of instructional Materials, learning aids, equipment, etc.

(e) Instructional time allocated is in adequate it should be increased.

(f) Proper lighting and seating arrangement be provided to the learners

(g) Some provisions be made for doing work experience activities(productive work)

(h) Some provision be made for giving limits/ tiffin to the learners

Suggestions given by the Instructors to Overcome the Academic Related Problems.

(a) Non-Availabilty of appropriate learning materials have compelled instructors to use books used in the formal school. Thus this problem can be solved by providing non-formal text-book, especially meant for NFE learners.

(b) Learners find it difficult to attend night classes particularly during rainy seasons and dark hours. Thus afternoon class will help most of the learners to attend the classes except the working group of learners Separate classes should be held for working groups of learners.

(c) It is difficult to organize co-curricular activities and games within two hours particularly at night.

(d) There is dearth of appropriate text-books or reading materials hand books, teachers guide etc. for transacting NFE curriculum. This should be provided immediately.

(e) Training Programme for the instructors is very irregular. There are huge back log of contained instructors in most of the centers. Thus step should be taken to strengthen the training programmes. In this training programme the instructors should be taught with appropriate method and techniques to deals with the learners.

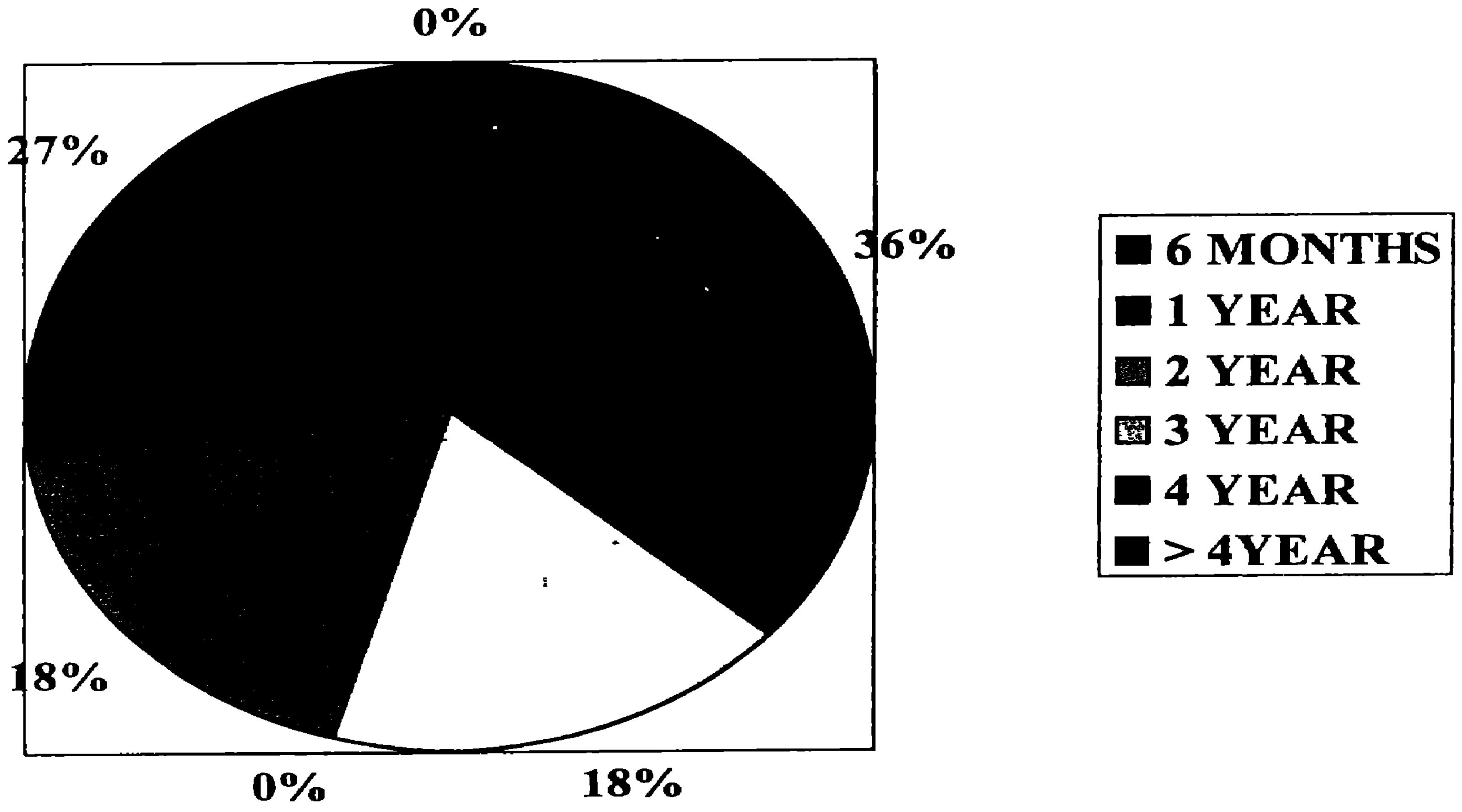
Suggestion given by the Instructors to Solve the Problem & Difficulties faced by the Learners as well as to seek Parents and Community.

(a) There is a lack of motivation on the parts of learners as well as their parents generally. Thus in order to solve this problem parental cooperation is very much needed.

(b) Most of the learners come from poor homes. They donot have adequate dress and even do not get a square meal in a day. Thus tiffin facilities is very much necessary for them.

It may be reiterated that the major task of the instructor lies in facilitating learning, communicating relevant knowledge, skills and attitude and transmitting values in an integrated fashion. He/she also in the life style and environment to which the learners live. Needless to say, that the training should be functional and its duration long enough, followed by several need based refresher courses, so it will help in developing minimum competencies required for specific task performance. The NFE instructors job is that of a facilitator. This skill can be developed by adequate practice while in training and on the job. The instructor hold a key position in the NFE system. It is, therefore, necessary to make the training system more effective and fruitful in order to strengthen NFE programme.

Teaching Experience of Instructors (R)



Agencies Responsible for Training

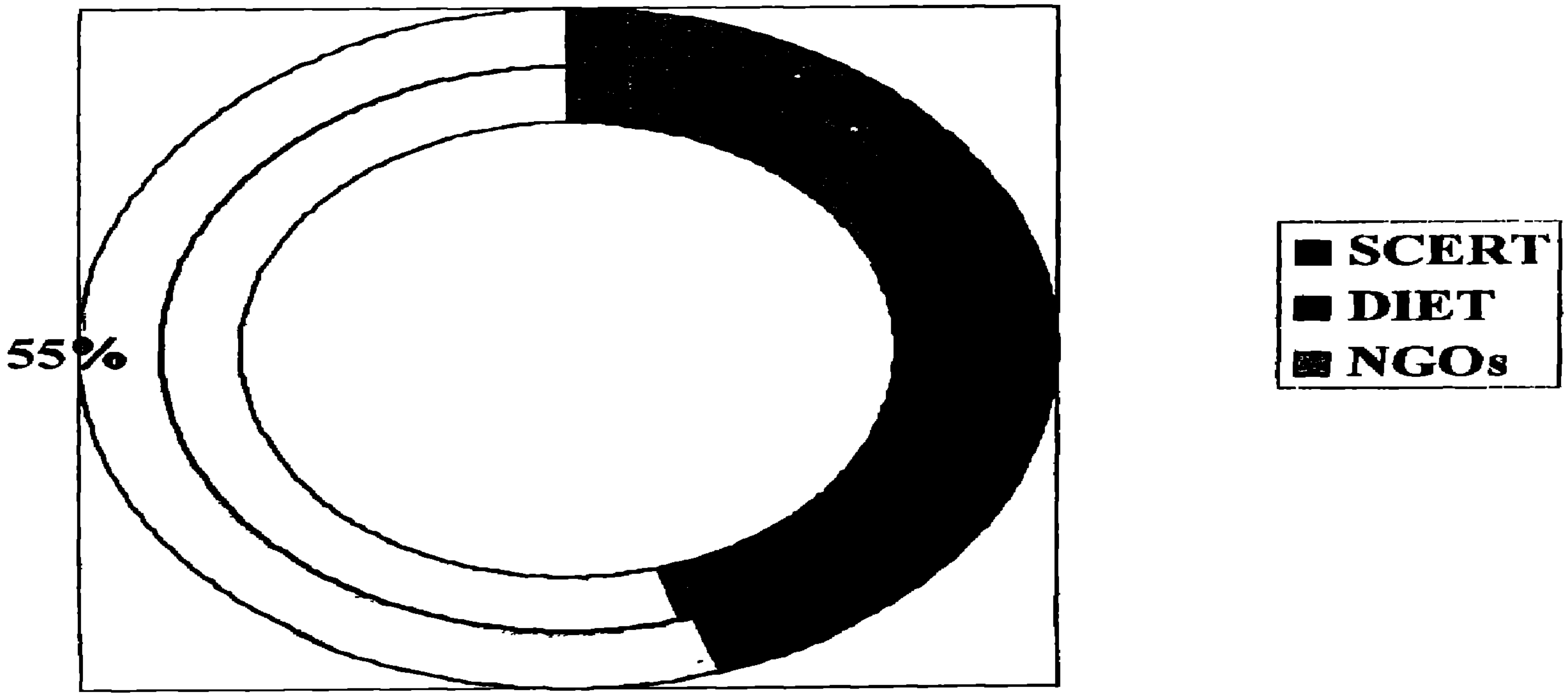


Figure – 7.4 (R)

Types of Instructional Materials (R)

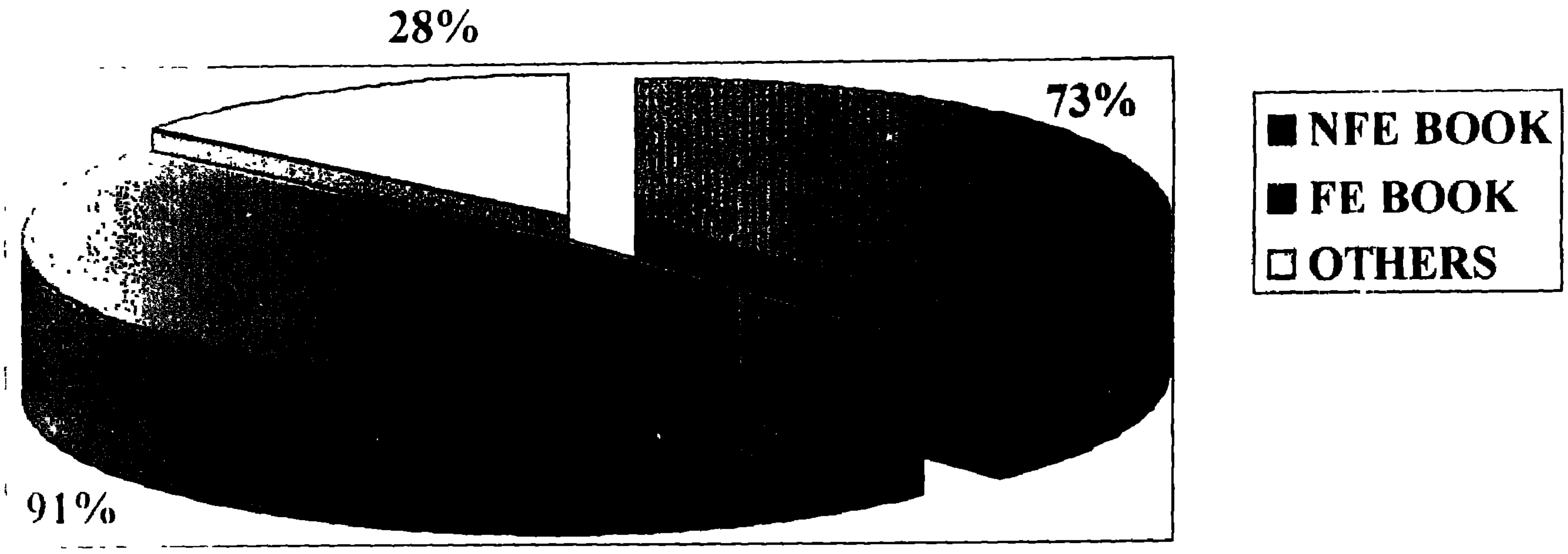


Figure 7.9 (R)

Source of Instructional Materials (R)

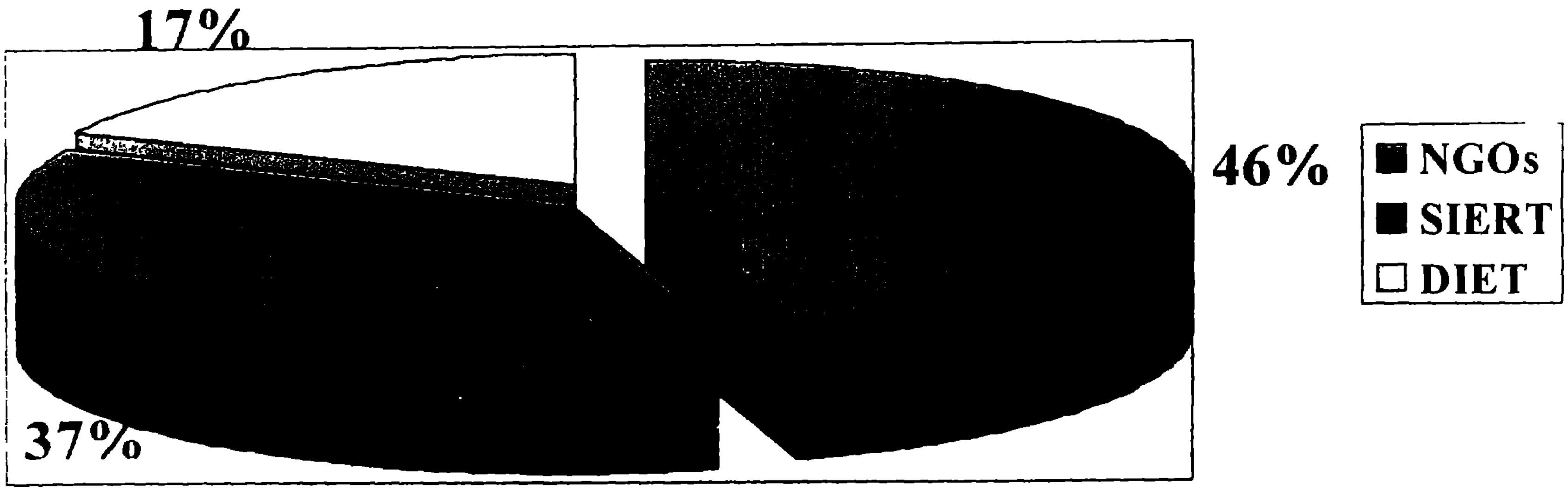


Figure – 7.10 (R)

Suggestion Given to Project Officer and Other Agencies Regarding EIM (R)

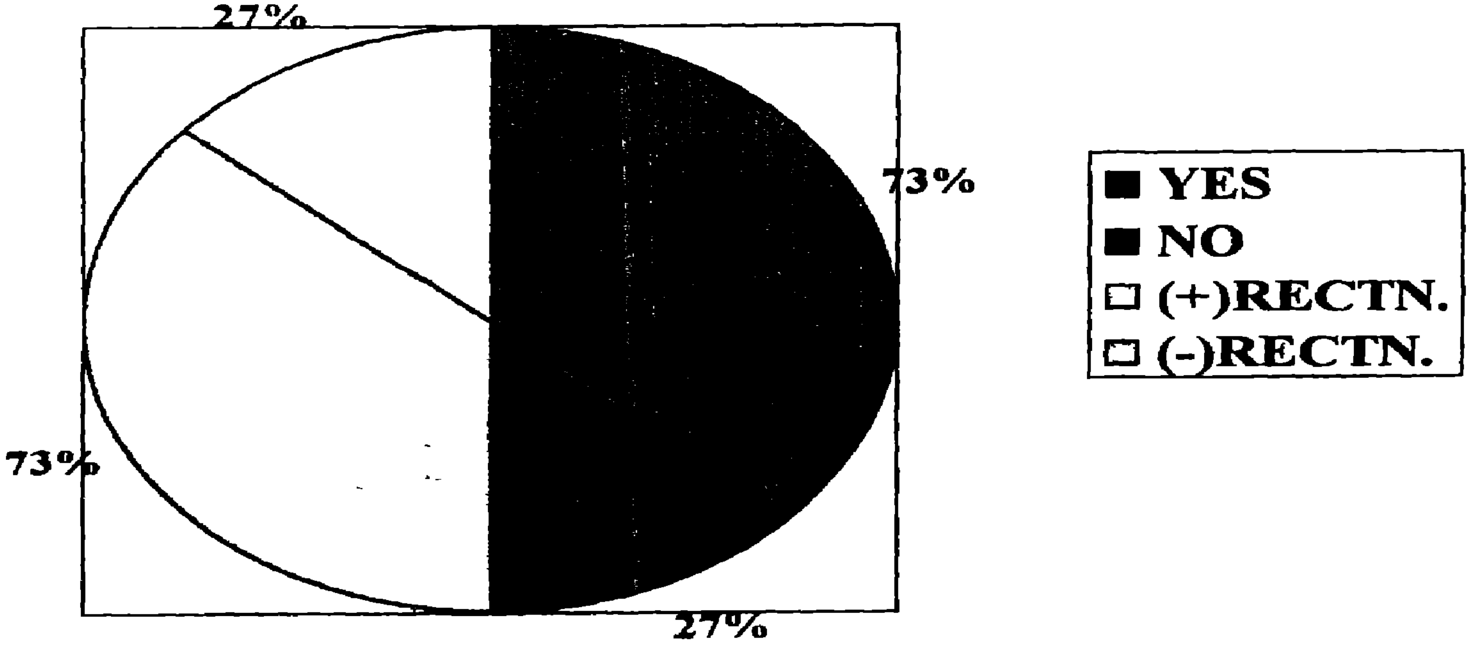


Figure – 7.13 (R)

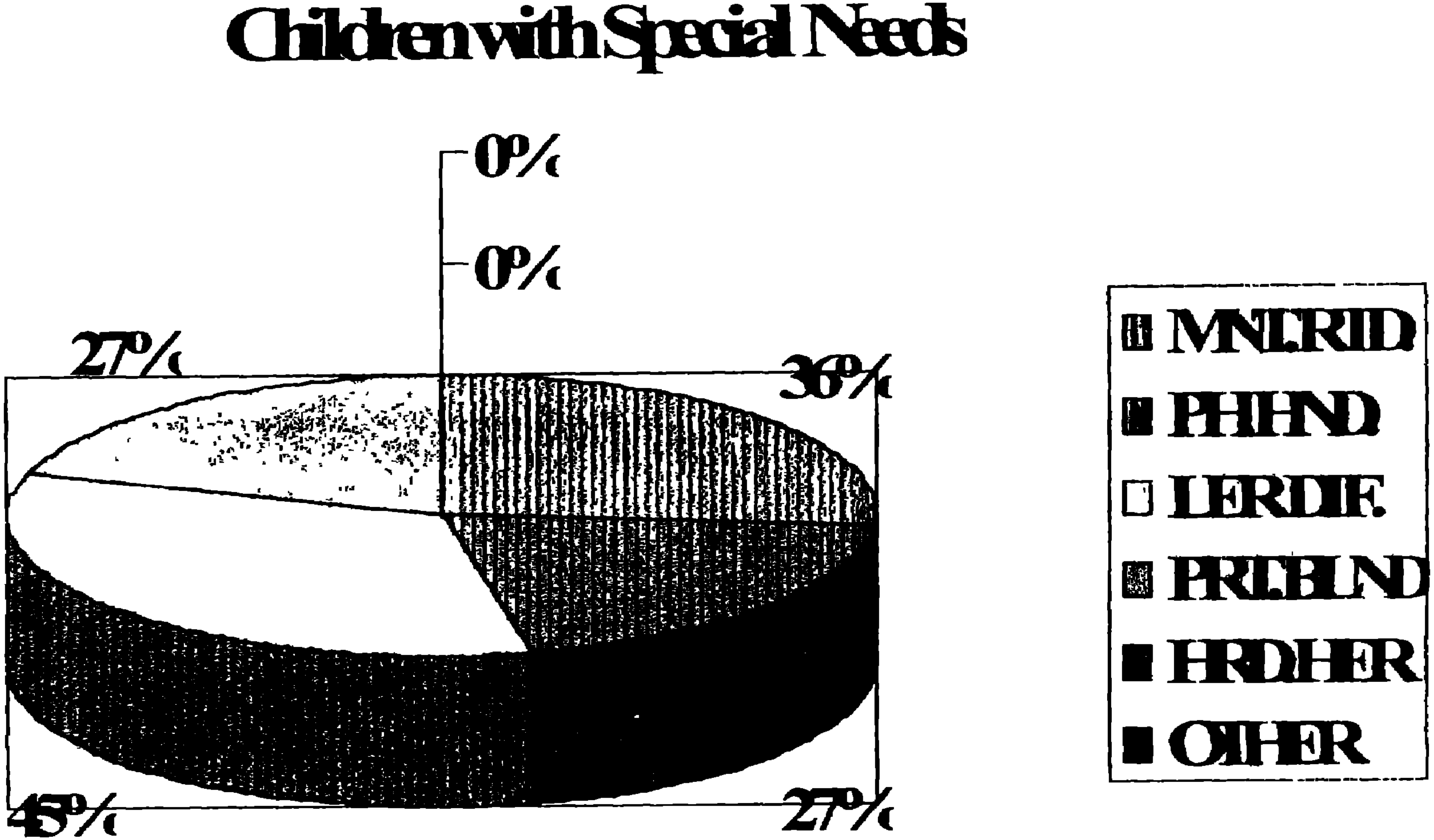

Children with Special Needs
0%
0%
27%
36%
45%
27%
MNT.RTD
PH.HND
LER.DIF.
PRT.BLND
HRD.HER
OTHER

Figure – 7.14 (R)

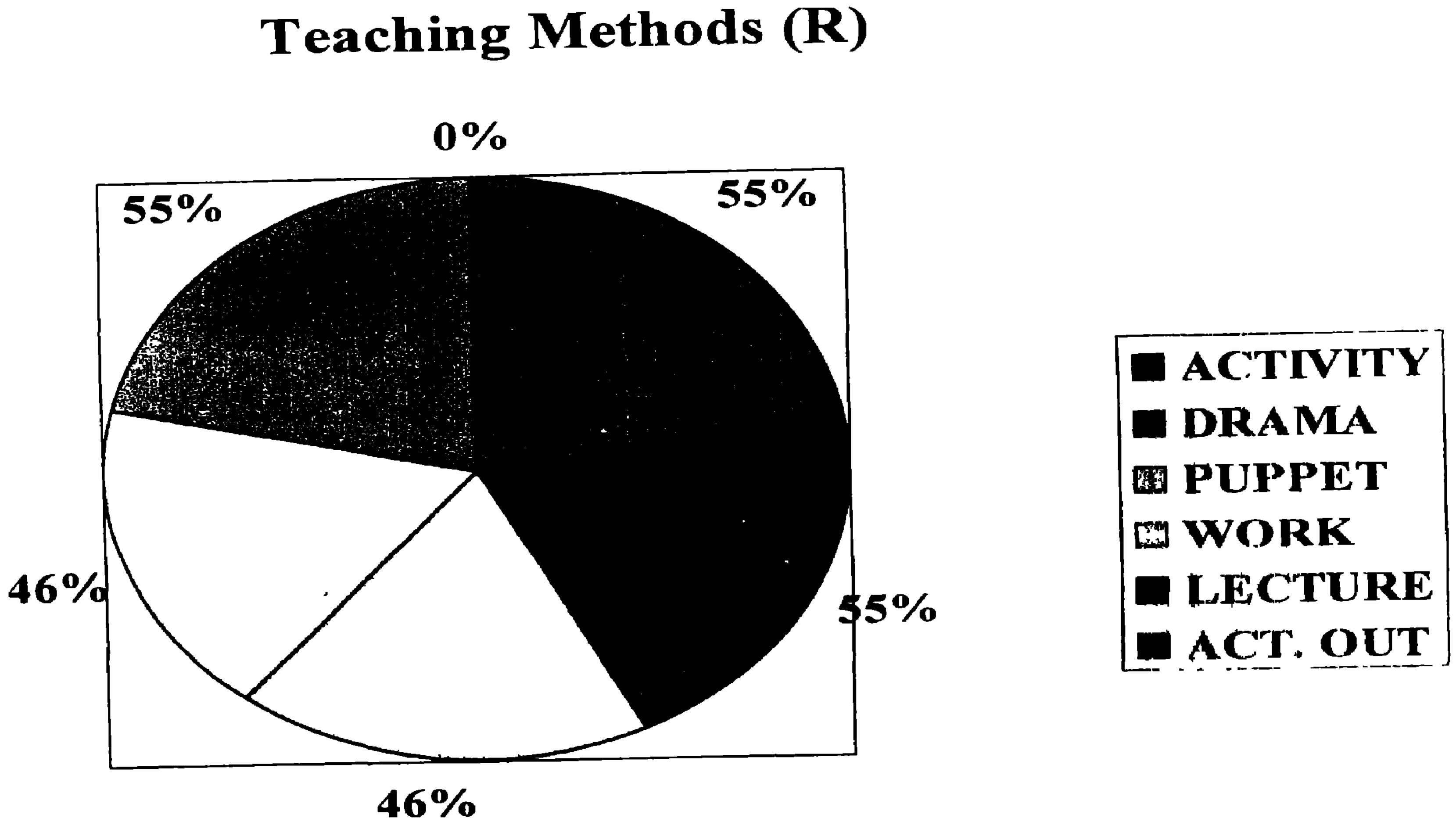

Teaching Methods (R)
0%
55%
55%
55%
46%
46%
■ ACTIVITY
■ DRAMA
▨ PUPPET
▨ WORK
■ LECTURE
■ ACT. OUT

Figure – 7.15 (R)

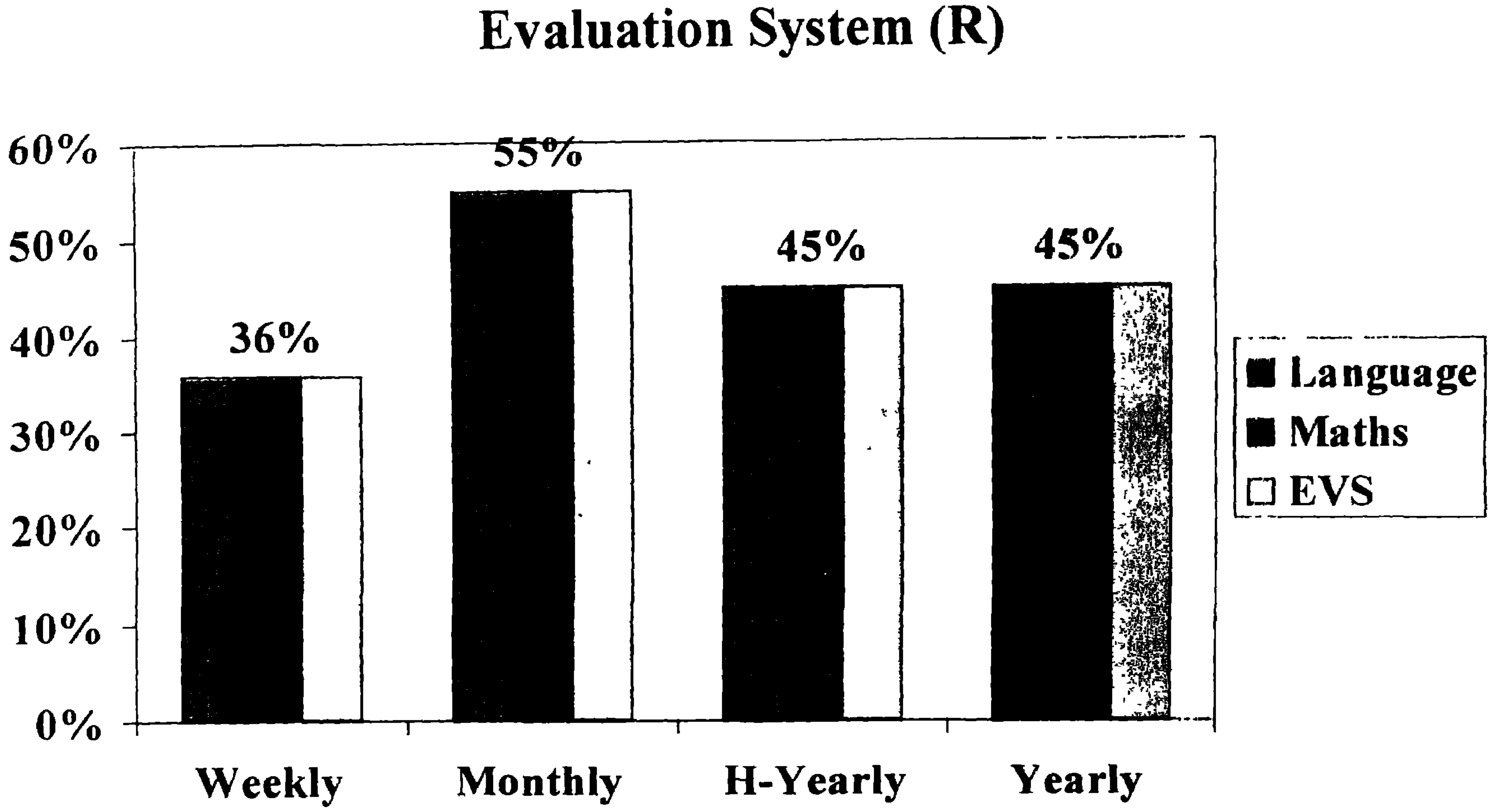

Evaluation System (R)
60%
50%
40%
30%
20%
10%
0%
36%
55%
45%
45%
Weekly
Monthly
H-Yearly
Yearly
■ Language
■ Maths
☐ EVS

Figure – 7.17 (R)

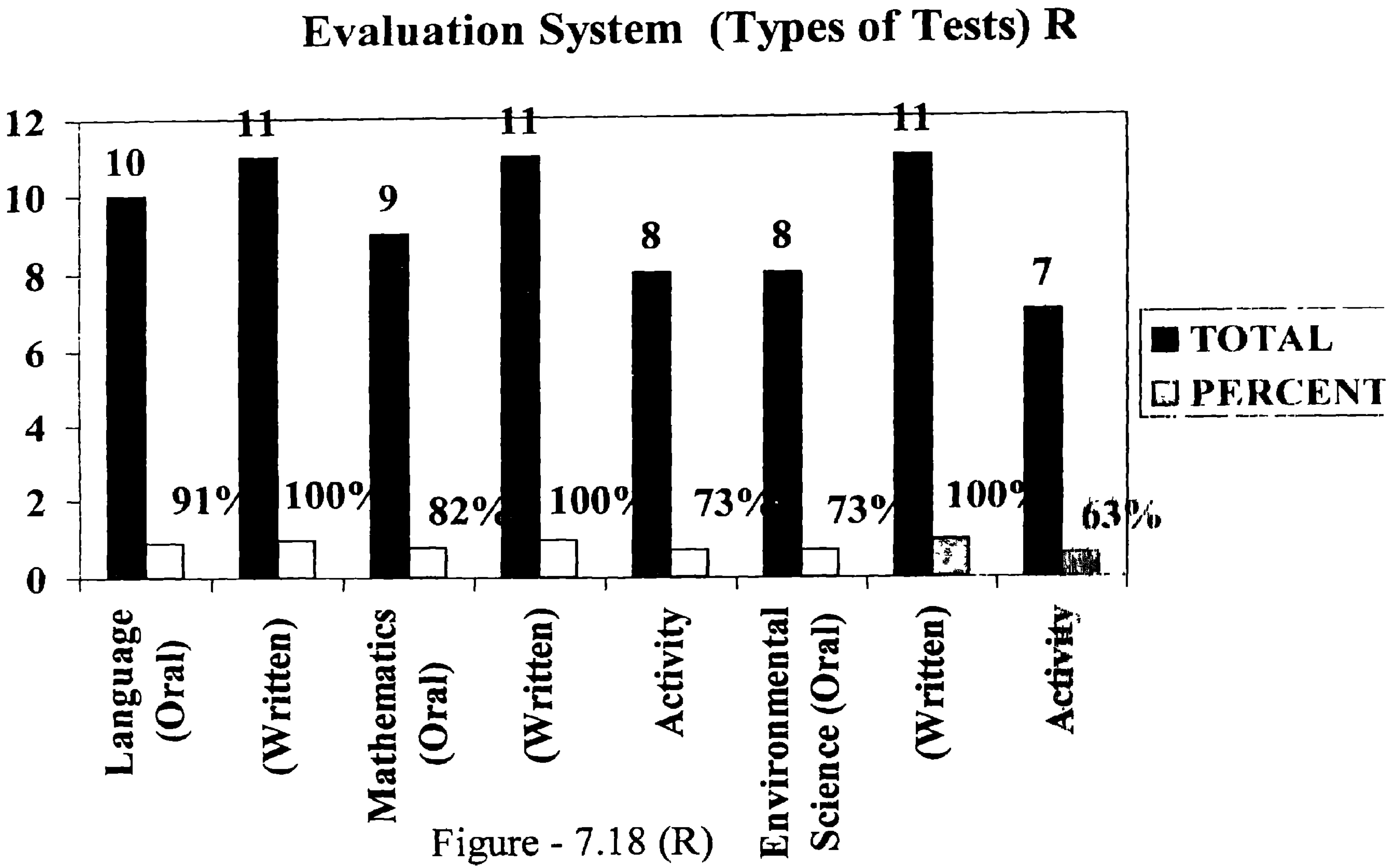

Evaluation System (Types of Tests) R
12
10
8
6
4
2
0
10
91%
11
100%
9
82%
11
100%
8
73%
8
73%
11
100%
7
63%
Language (Oral)
(Written)
Mathematics (Oral)
(Written)
Activity
Environmental Science (Oral)
(Written)
Activity
TOTAL
PERCENT

Figure - 7.18 (R)

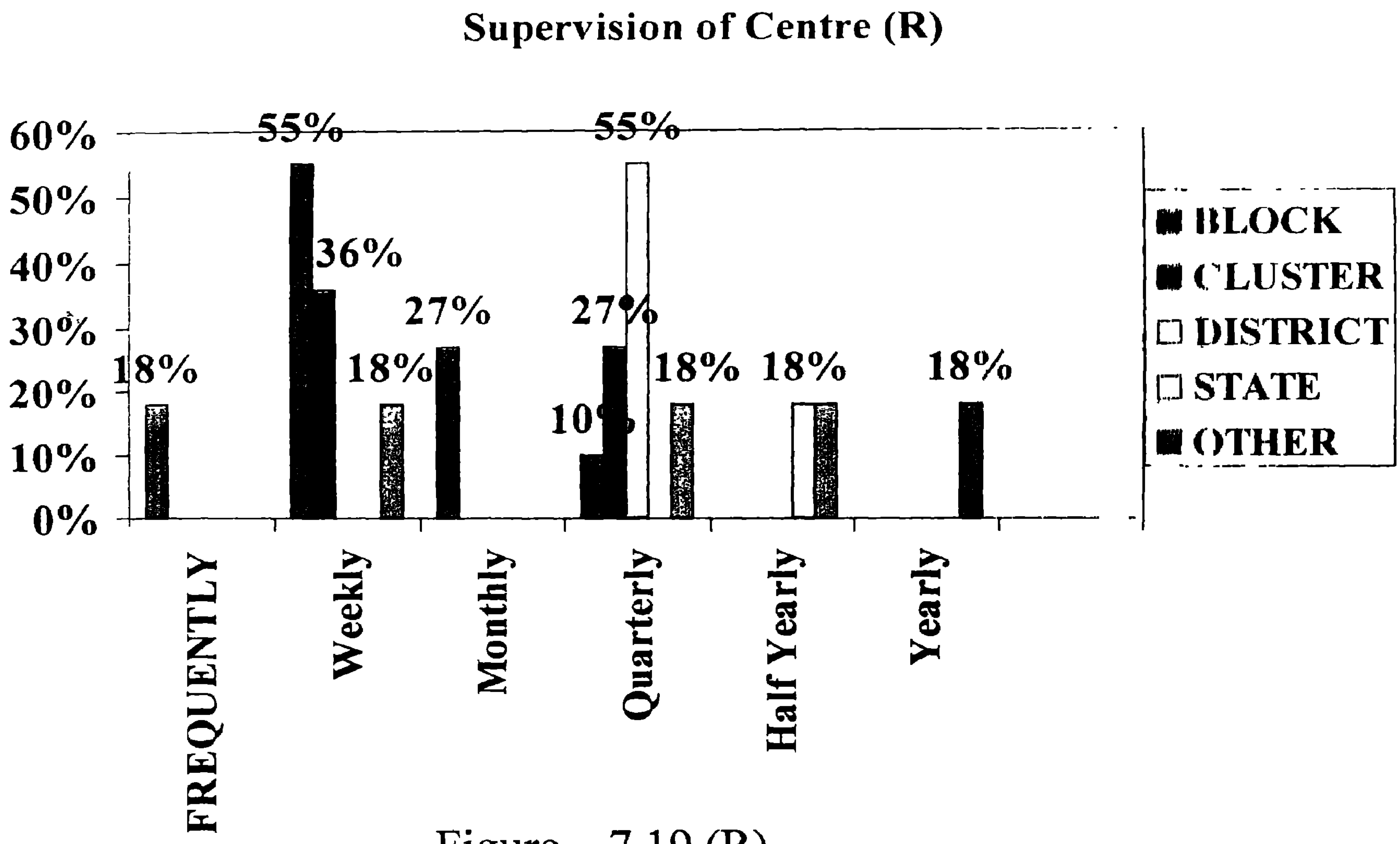

Supervision of Centre (R)
60%
50%
40%
30%
20%
10%
0%
18%
55%
36%
18%
27%
10%
27%
55%
18%
18%
18%
■ BLOCK
■ CLUSTER
□ DISTRICT
□ STATE
■ OTHER
FREQUENTLY
Weekly
Monthly
Quarterly
Half Yearly
Yearly

Figure – 7.19 (R)

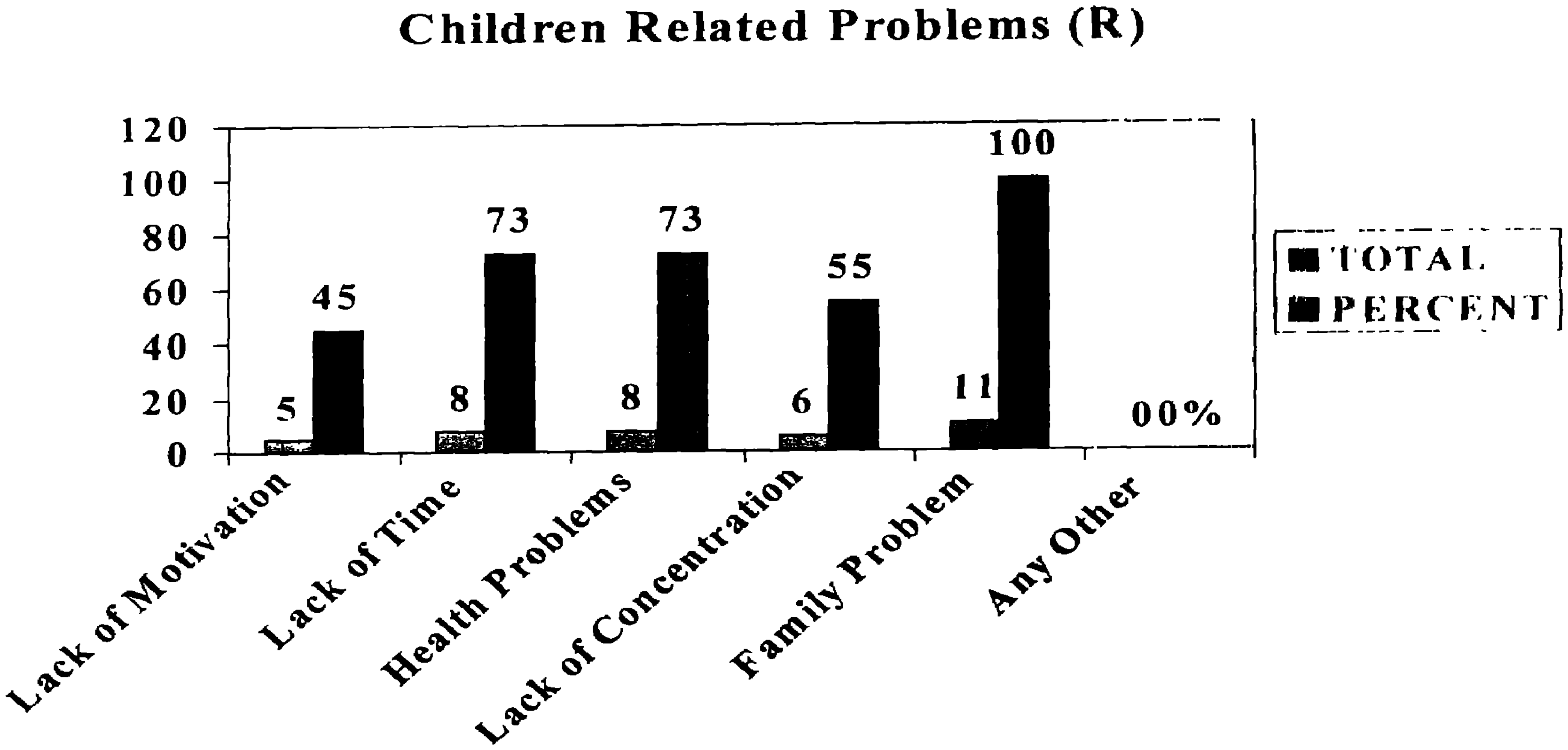

Children Related Problems (R)
120
100
80
60
40
20
0
5
45
8
73
8
73
6
55
11
100
00%
Lack of Motivation
Lack of Time
Health Problems
Lack of Concentration
Family Problem
Any Other
TOTAL
PERCENT

Figure – 7.23 (R)

Parents/Community Related Problems (R)

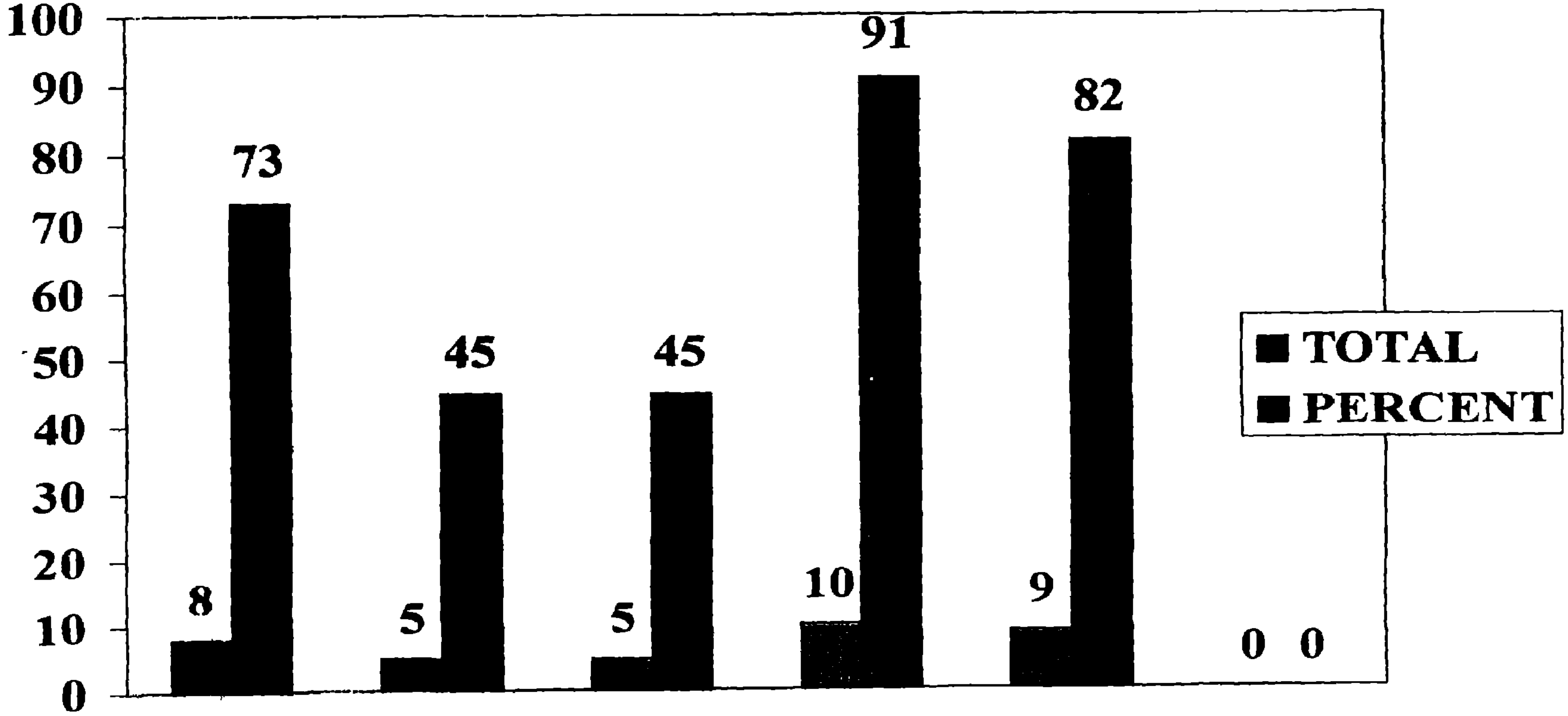


Figure - 7.23 B (R)

Opinion of Instructors about the Effectiveness of NFE Programme (R)

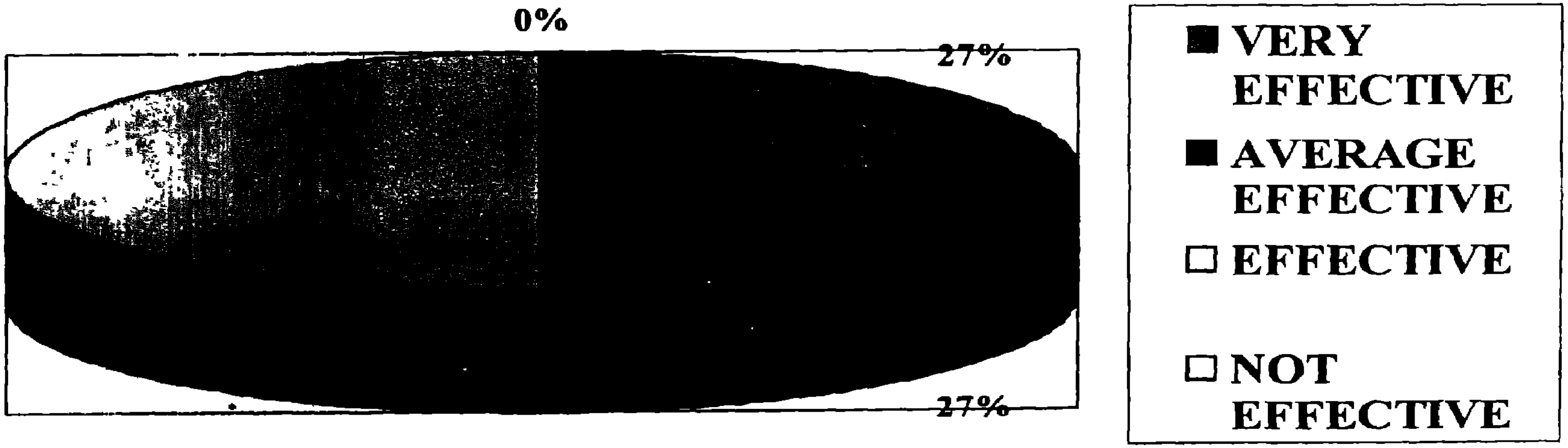


Figure – 7.24 (R)

CHAPTER 8 - ANALYSIS OF QUALITATIVE DATA ON RATIONAL EVALUATION OF CURRICULUM AND INSTRUCTIONAL MATERIALS.

INTRODUCTION

For successful implementation of Non-Formal Education programme it is necessary to devise curriculum and instructional materials which should be innovative to meet the educational needs of children from various disadvantages sections and those of society children who either have not gone to school or have dropped out of the school system at various levels. Hence, the curriculum should be relevant, flexible and need-based to make learning effective. The instructional materials developed on the basis of the curriculum should also reflect these concerns. The information about the curriculum for Non-formal Education and Instructional Materials prepared for NFE learners were obtained from the SIERT, Udaipur, Rajasthan and State Resource Center (SRC) Patna, Bihar through structured questionnaires.

The Proforma for Rational Analysis of Curriculum consisted of 18 items divided into 7 sections dealing mainly with general information about curriculum; objective of the Curriculum; format of Curriculum, i.e., subject wise- or integrated and extent of integration; type and nature of suggested instructional materials; suggested teaching-learning strategies; suggested procedures and tools for evaluation of pupil's learning and general impression about the curriculum prescribed for the NFE learners.

The proforma for Rational Analysis of instructional materials comprised 33 items on different aspects of instructional materials. For example, adequacy of content and its various aspects; treatment of the content; presentation of the content; development of understanding and processes; language and presentation of content; variety and adequacy of illustrations and placement of illustrations etc. The Proforma also included items on organization of content; scope and depth of the content ; organization of learning activities; adequacy of type size; bulk size and format of the book suitable for age of the learners; and different aspects of the physical get up of the book. Hence, broadly speaking the proforma covered all essential aspects for developing a good text book/Instructional Material. Some of the items included in proforma for Rational Evaluation of Instructional materials were structured and some were open -ended. The data on Rational Analysis of Curriculum were obtained from the NFE faculty members of the SIERT, Udaipur, Rajasthan and SRC, Patna, Bihar. The data for Rational Analysis of Instructional materials were obtained from textbook evaluators and different subject's experts. These experts examined the NFE Instructional materials against the criteria enumerated above and prepare a consolidated evaluation report.

8.1(A) Rational Evaluation of Curriculum (Raj)

Responses received on items 1, 2, 3, showed that prior to 1997 the state had developed separate curriculum for NFE learners, but since academic session 1997-98, syllabus of the formal schools have been imposed on the NFE centers. The curriculum is in fact in a condensed form of formal curriculum. However, total duration of instruction time in a NFE centers is two and half years (2-1/2 years).

The curriculum for NFE learners prior to 1997-98 academic session was integrated and was also for two and a half years (2-1/2 years).

The objectives stated that in the curriculum (item no 4) stated that it was MLL - based and content-based. The format of the curriculum i.e. response received on item 5 stated that the curriculum recommended earlier was partially integrated. For grades one and two, there was integration of Language, Natural Science and Social Studies. For grade 3 to 5 integration was between Natural Science and Social Studies. Language and Mathematics were included as separate subjects. Present format of curriculum in the formal schools is developed subject wise. The same curriculum is being used in the NFE centers. Thus there is a gross anomaly in curriculum for meant for NFE learners.

Item nos. 6, 7,8,9 and 10 sought information on the structure and format of the curriculum.

As per the information received, it was stated that though the curriculum is same as that of formal schools yet the emphasis on curriculum and also on the Instructional materials were on the real life experiences of the learners. However, it was mentioned that the curriculum for a formal school is difficult for NFE learners hence there is a need for the modification of the curriculum.

Item nos. 11 and 12 sought information on the instructional materials suggested in the curriculum. The information obtained showed textbooks for each grade in Language, Mathematics, Environmental Studies (Grade I -V). There were no supplementary books.

Item no. 12 sought information on instruction time. The responses received showed that two to two and half hours (2-2 ½ hours) in a day, for six days in a week was recommended in which the condensed curriculum was to be transacted.

Item no. 13 sought information on the teaching-learning strategies recommended in the curriculum and responses showed that the curriculum suggested adoption of joyful teaching-learning methods involving active pupil participation. It also recommended activity-based learning.

Item no. 14, 15 and 16 sought information about the scheme of pupil evaluation suggested in the curriculum.

From the responses received it appears that the respondent did not understand the meaning of evaluating pupil's progress. In response to item no. 15 it was stated that the curriculum suggested adoption of Continuous and Comprehensive Scheme of Evaluation, which requires and evaluation procedures and tools which is both comprehensive and continuous. However, item 16 which sought information on the periodicity of pupil evaluation, responses received showed that the pupil's were evaluated after six months, which negates the concept of continuous and comprehensive evaluation based on mastery of competencies stated as minimum levels of learning (MLLs).

The item no. 17 sought information on general impression on the curriculum. The responses received showed that the respondent felt that the objectives of the curriculums were partially fulfilled.

Items no. 18 and 19 were not responded.

Conclusion

The above analysis of the Proforma of Rational Evaluation of Curriculum clearly indicate the response to questionnaire was done in a casual. As shown above the various manner responses to the item in this proforma are self-contradictory and needs further probing

8.2 (A) Rational Evaluation of Instructional Materials (Rajasthan)

The proforma used for Rational Evaluation of Instructional Materials were given to subject experts. Two reports were received for each title at the level of SIERT/SRCs a consolidated report was prepared and sent to DENFAS, NCERT. The analysis of qualitative data presented below is based on this consolidated report.

As per the information received, there was no separate instructional material for the NFE learners. The NFE centers have been using the textbooks meant for the formal schools, prepared by the State of Rajasthan. The data on rational evaluation of the instrumental materials were limited to the different aspects/criteria used for the purpose The data received is discussed below:

Item nos. 1, 2 (a, b, c, d, e) sought information about the title of the Instructional materials in use in the NFE center, their nature and content coverage.

As per information received from the SIERT Rajasthan it was reported that Instructional materials used in the formal schools are also being used in the NFE Centers. The terminology used in those books were suitable and contents covered were in agreement with those mentioned in the curriculum. However, variety of content and their scope and depth were though suitable for formal school, should be modified for first for generation learner's basic clientele of the NFE center.

Item no. 3 sought information on the coverage of subject matter in textbooks, which relate to development of the higher mental process. The response indicated that instructional materials reflected development of most of the abilities such as: hypothesis framing, generalization, problem solving skills etc

Item nos. 4-6 related to selection of content its accuracy and authenticity, restability to age and ability of the learners and provision of inclusion of variety of contents for each educational requirement and circumstances in terms of relevance and contextually of contents etc.

The responses received showed that though accuracy and authenticity of the content was up to the mark, the difficulty level of the content included was not appropriate for the NFE learners; hence a need was felt to provide suitable guidelines to the instructors

Item nos. 7 and 8 sought information on organization of content and its appropriateness for the age group. The response received revealed that the organization of content was proper

Item no. 9 was related to treatment of the content to make it interesting and challenging by including a variety of content, its newness and purposefulness. Rating of the evaluator was good.

Item no. 10 related to inclusion of cross-reference index; detailed table of content.

The response showed that instructional materials, evaluated, fulfilled all the above criteria.

Item no. 11 sought information on whether the proposed of teaching techniques get indicated or reflected in the instructional materials, such as, teaching through active approach, known to unknown, part against whole etc. The response was positive.

Item no. 12 sought information on whether the instructional materials encouraged and development of verbal communication, such as, reading aloud, recitation, etc. The response was positive.

Item no. 13, a, b (i, ii, iii, iv) dealt with language and style of presentation. The aspect included was: comprehensiveness of content, vocabulary level, fluency of verbal expression, written expression etc Response received revealed that all these aspects were included.

Item no. 14 sought information on inclusion of new terminology and their appropriateness for the age group.

The response showed that the content was appropriate for the age group and well integrated with the text.

Item nos. 15, 16, 17, 18 and 19 related to inclusion of illustrative aids in the instructional materials. These were: pictures, charts, tables, graphs etc, in terms of their variety quality, relevance, placement, accuracy, appropriateness and contextuality.

Responses received showed that the instructional materials contained suitable and sufficient pictures, charts, and tables. These were appropriate for the age group of learners and were used in the text as for motivation, explanation and application.

Item no. 20, a, b, c, d, e, f, and g dealt with exercises and assignments included in the text. The aspects included were coverage of learning outcomes, instructional objectives, and variety of forms, assignments for specific tasks, proper grading, proper difficulty level and scope for evaluating all learning out comes/competencies.

The responses were positive The evaluators were satisfied with the exercises and assignments included in the text books

Item no. 21 dealt with inclusion of glossary of new terms. The response was positive.

Item no. 23 related to inclusion of note/preface for the instructors in the instructional materials. It also sought information on the content of preface / note to the teacher which should include rationale for selection and organization of content and guidelines for organizing teaching learning activities. The response was positive.

Item no. 24 related to information on whether the Instructional materials were accompanied by Instructor's Manual.

The response received showed that the SIERT, Rajasthan developed four (4) Instructor's Manual specifically for NFE instructors. These manuals contained guidelines and detailed directions for transaction of the instructional materials in the NFE centers.

It is to be noted that since the State Government decided to use the formal school textbooks in the NFE centers, the SIERT developed these Instructors Manual to assist the NFE instructors to effectively transact the teaching learning, especially adopting strategies suitable for NFE learners.

Item no 25 related to size and bulk of the Instructional materials its attractiveness usability and durability. The responses received on these aspects were positive.

Item no. 26, 27, 28, 29 and 30 related to different aspect of layout and design of the instructional materials including page design, type size of print, captions, heading, quality of printing, alignment, quality of paper.

The response were positive on these aspects.

Item nos. 31 and 32 dealt with the physical aspects of the instructional materials i.e. attractiveness and suitability of cover page, durability of bending etc.

The responses received were positive and the evaluators were quite satisfied in respect of physical set up of the book.

Item nos. 33, (a),(b),(c),(d),(e),(f), and g sought information from the evaluators on his/her overall assessment of the instructional materials i.e. coverage of competencies;

selection and organization of content; language and style of presentation, selection and variety of learning aid; instructional guidelines, and the physical aspects of the text-books The responses received were positive.

From the analysis of information given above it can be concluded that the instructional materials developed by the SIERT, Rajasthan largely fulfilled the major criteria against which these were evaluated.

CONCLUSION:

The above analysis of the Rational Evaluation of Instructional Materials clearly indicate that though the instructional materials used in the NFE centers were same as far formal schools. The evaluators have categorically stated that there is need to modified them to suit the NFE learners requirement.

8.1(B) Analysis of the Curriculum (Bihar)

Responses received on items 1, 2, 3 showed the state had developed separate curriculum for NFE learners, but syllabus of the curriculum is integrated and integration is level wise. The total duration mentioned for transacting the curriculum was two years (2 years). The objectives of the curriculum i.e. item no. 4 stated that it was MLL based and content based.

The format of the curriculum was integrated level wise. The format was in tabular form that is item no 5 stated that recommendation was partially integrated. For grade one and two integration of Language, Natural Science and Social studies. For grade 3 integration with Natural Science and Social Studies is integrated up to class third level and present form in all formal is subject wise as in formal schools.

Item nos. 6,7,8,9 and 10 sought information of the structure and format of the curriculum. As per the information received, the curriculum was integrated for all grades. Local specific content of curriculum included local heroes of the states, local sight seeing place, folk tales and folklore of Bihar. These aspects should be reflected in the content selected for development of instructional materials. **In response to item nos. 9 and 10 the information received indicated that respondent was partially satisfied with fulfillment of the objective of the curriculum. It was suggested that there should be longitudinal and horizontal framework in the curriculum as per NFE time frame work.**

Item nos 11 and 12 sought information on the instructional materials suggested in curriculum. The information obtained showed that there are separate instructional materials for the NFE learners, these were no separate instructions manual hints to the instructor's for teaching learning materials were added as footnotes in respective lessons in Language, Mathematics, Environmental Studies (Grade I -V). There are no supplementary books. Item no. 12 sought information related to instructional time suggested.

The responses received showed that the instructional time allotted was two hours (2 hours) a day, for 25 days in a month for instructional activities and two hours per day for 5 days in a month for others activities in the center.

Item no. 13 sought information on the teaching-learning strategies recommended in the curriculum. The responses showed that the curriculum suggested adoption of variety of teaching learning strategies, such as, use of puppet, joyful teaching learning method involving activities based learning depending upon on emphasis from lesson to lesson.

Item no. 14, 15, sought information about the scheme of pupil evaluation suggested in the curriculum.

The responses received indicated that all techniques of pupil evaluation, viz. written test, oral test, performance based tests, Scheme of Continuous and Comprehensive Evaluation was also suggested in the curriculum.

In response to item no. 15 it was stated that the curriculum suggested adoption of continuous and -comprehensive scheme of evaluation whereas item 16 which sought information on the periodicity of pupil evaluation, showed that the pupil's were evaluated after six months, which negates the concept of continuous and comprehensive evaluation based on MLL competencies.

The item no. 17 sought information on general impression on the curriculum The respondents felt that the objective of the curriculum was partially fulfilled. The following suggestions were given to improve the curriculum:

1 The scheme of pupil's evaluation suggested in the curriculum is not sufficient and requires further elaboration

2. The content area showed in the curriculum was quite insufficient therefore should be supplemented further to enable the instructor to transact the curriculum properly.
3. Relevance of integration of competencies should be included in the curriculum document. The curriculum only was partially fulfilled the above objective. Item no. 18 was not responded.

CONCLUSION:

The evaluator has done a good job of analyzing the curriculum of NFE. They have given valuable suggestion to improve the curriculum. These suggestions should be followed up.

8.2(B) Analysis of Data Rational Evaluation of Instructional Material (Bihar)

The proforma used for Rational Evaluation of Instructional Materials were given to subject experts. Two reports were received for each title at the level of the SCERT/SIERT/SRCs. The final consolidated report was sent to DENFAS, NCERT. As per the information received, there were separate instructional materials for the NFE learners. The data on rational evaluation was limited to the different aspects/criteria used for the purpose evaluation, which are presented below:

Item no. 1, sought information about the title of the Instructional materials in used in NFE Centres, their nature and content coverage.

The responses showed that the state had developed separate instructional material for non-formal education based on NFE curriculum. These are 'Padhein-Badhein' Bhag-I, II, III, & IV.and Ganit Bhag-I, II, III, IV

Item no.2 a, b, c, d,e and f sought information on coverage of topics and major understandings included in the curriculum; under each topic terminology used, their suitability; appropriateness of content, its variety and suitability for first generation learners.

The responses received showed that the instructional materials adequately covered all the topics included in the curriculum as well as all major understandings included under each topic. The terminology used was also suitable for the age- group. The variety of content was adequate for the NFE learner's ability. However, it was suggested that the additional content was needed to suit the first generation NFE learners. Some suggestions have been given for inclusion of knowledge of alphabets by sentence to word method, knowledge of basic mathematical skills by play-way method, workbooks; and knowledge of Environmental Studies by illustration /stories /plays, etc.

Item no.3 related to the coverage of content/concepts that leads to development of higher mental abilities/processes, such as induction, generalization, problem solving drawing, conclusion, inferring, cause-effect relationship, making simple hypothesis, etc.

The responses received showed that the instructional materials encouraged development of simple inductive process, problem-solving ability, ability to compare and contrast and make inferences based on data.

Item nos.4-6 related to the selection of content the aspects included, accuracy, authenticity, suitability to the age group, contextually of content; scope for inclusion local specific content.

The responses received showed that though the content of the instructional materials were accurate, authentic, and appropriate for the age group, but it was lacking local specific contextually. It was informed that local specific content cannot be included in these institutional materials since the state is large and has diversity and great regional differences. Hence there is a need for developing local specific materials, catering to the local needs.

Item nos. 7 and 8 related to the organization of content and its appropriateness for the age group. The response received showed that organization of content was appropriate.

Item no. 9 was related to the treatment of content to make it interesting and challenging by including variety of content, newness and purposefulness. The responses received were positive in all these aspects.

Item no. 10 related to inclusion of basic facility in the instructional materials for locating information by using cross-reference, index, detailed table of content etc.

The response received showed that the instructional materials only contained index. There were no inclusions of detailed table of content and cross-reference.

Item no 11 dealt with indication in the instructional materials of various devices used for teaching the content, such as, known to unknown, near to far, part against whole, etc.

The responses showed that only device used was known to unknown.

Item no. 12 sought information on whether the instructional materials encouraged development of basic communication skills, such as, reading aloud, recitation, etc.

The responses were positive

Item no. 13, a, b (i, ii, iii, iv) dealt with language and style of presentation. The aspects included were comprehensiveness of content, vocabulary level of learners; sentence making ability; fluency of verbal expression, written expression etc.

The responses revealed that though the instructional materials emphasized comprehensiveness of content these were designed only to develop vocabulary level of the learners. The instructional material did not encourage development of other abilities.

Item no. 14 sought information on inclusion of new terminology and their appropriateness to the age group.

The responses showed that new terminology included were partially appropriate for the age group and there was a need to use simpler terminology.

Item Nos. 15, 16, 17, 18 and 19 related to inclusion of illustrative aids in the instructional materials. These were pictures, charts, tables, graphs etc; their ability, variety, relevance, placement, accuracy, authenticity, appropriateness and contextually.

The responses received showed that the instructional materials contained suitable and sufficient pictures, charts and tables. There were no other types of illustrative aids. These were well-knit into the text, appropriate for the age group and were used for developing application ability.

Item nos. 20, a, b, c, d, e, f, and g related to the inclusion of exercises and assignments in the text. The aspects included were: coverage of learning points and instructional objectives; variety of forms; proper grading of exercises in terms of difficulty level; assignments for specific tasks and scope for evaluating all the learning out-comes/competencies.

The responses received revealed that the exercises and assignments included in the instructional materials covered all major learning points and instructional objectives. There were adequate variety of forms, properly graded with appropriate difficulty commensurate to the age group. The exercises were designed to evaluate all the learning outcomes/competencies, and there were special assignments for specific tasks.

Item no. 21 related to inclusion of glossary of new terms. The responses were positive.

Item nos 22 and 23 related to inclusion of note/preface for the instructors and content of the note/preface. These included – rationale for selection of content, guidelines for organizing teaching learning activities.

Responses received revealed that instructional materials included note to the instructor, which explained the different aspects of selection of content and gave guidelines for organizing teaching learning activities.

Item no. 24 sought information on whether the instructional materials were accompanied by Instructors' Manual.

The response was positive. These materials were accompanied by for instructors guidelines as foot note. But guidelines were not sufficient to enable the instructors to transact the teaching learning activities.

Item no. 25 related to the size and bulk of the instructional material, their attractiveness, usability, durability, convenience of handling.

The responses received showed that all the above aspect were taken care of in the instructional material.

Item nos. 26, 27, 28, 29 and 30 related to the different aspects of layout and design of the instructional materials including page design, type size, captions, heading, quality of printing, alignment and quality of paper used, etc

The responses revealed that though the instructional materials scored positive points on all the above aspects except layout and design and on the quality of paper used for printing. The evaluators suggested that the amount earmarked for printing of instructional materials is inadequate and should be increased.

Item nos. 31 and 32 dealt with the physical aspect of the Instructional materials for example, attractiveness and suitability of cover page, durability of binding etc.

The responses were positive.

Item no. 33, (a), (b), (c), (d), (e), (f) and (g) sought the opinion of the evaluators on the overall assessment of instructional materials in respect of: coverage of competencies; selection and organization of content; language and style of presentation; selection and variety of learning aids; Instructional guidelines and physical aspects, etc.

Responses showed that the evaluators were not totally satisfied with the coverage of learning aids, coverage of instructional guidelines and the overall physical aspect It was pointed that no separate instructional manual has been developed to help the instructors in day to day classroom transaction. The instructional guidelines are only provided not as footnote and these are not adequate, hence there is a need to develop detailed manual for instructors.

Conclusion

Based on the critical analyses of the information given by the evaluators it can be concluded that though the stale did develop separate instructional material for the NFE learners these instructional materials did not adequately fulfill all major criteria. It was pointed out that major hindrance in developing and printing quality instructional materials for the NFE learners was inadequate funds.

CHAPTER 9 - ANALYSIS OF QUANTITATIVE DATA ON PUPIL ACHIEVEMENT

INTRODUCTION

One of the objectives of the study was to find out to what extent the NFE learners achieved the desired knowledge, understanding, skills and competencies identified as MLLs in the areas of Language, Mathematics and Environmental Studies. Chapter 2 of this report describes methodology adopted for undertaking the study of pupil achievement in the NFE centers under both Go and NGO sectors. The design of the study and the sampling procedure adopted took into account the coverage of NFE learners to capture the change in behavior related to above mentioned areas of learning. The study of pupil achievement test was based on basic assumption that as a result of instruction in the NFE centers the learners will develop desirable learning outcomes, which will be reflected in the behavior modification. Achievement tests in Language, Mathematics and Environmental Studies were prepared for this purpose. The NFE learners were randomly selected from the selected NFE centers run by NGOs as well as NFEs centers in Governmental sectors in each State. While developing the pupil achievement tests, which were basically, paper-pencil tests following assumption kept were in mind

- The Achievement Tests were based on a common curriculum in terms of content/concept and a common core of learning outcomes.
- A criterion reference test for each of the above mentioned subjects were prepared keeping in mind predetermined content/concepts and learning outcome with proper weightage to Knowledge (K),Understanding(U), Application(A) and Skill(S) appropriate for stage.

To identify the common core of the NFE curriculum for grade five (semester four) the state level NFE curriculum of Haryana, Bihar, Rajasthan and Uttar Pradesh were analysed and a core of the content/concepts and critical learning outcomes were identified. The NFE faculties of SCERT/SRC respective states were also involved in this process. The state level instructional materials were also analysed to see the parity for common core of the content/concept. The achievement tests were developed at the level of DENFAS, NCERT and a blue print for each test was prepared. This process ensured adequate and proper coverage of selected content and objectives namely, K, U, A and S Since the test were paper-pencil test, it was difficult to measure other aspects, such as, attitudes and values

PUPIL ACHIEVEMENT TEST STUDY IN HARYANA

COVERAGE

The study was conducted in Rohtak and Gurgaon districts of Haryana. In Rohtak two NGO namely, Haryana Navyuvak Kala Sangam, Delhi Road, Rohtak and Lucky Education Society, Rohtak were selected for administering tests. In all 75 learners were in the sample. In Gurgaon district Chaudhary Prakash Trust, Gurgaon city was selected. However, since, no semesters for NFE learners were available in this NGO the sample has to be discarded. The details of the other two NGO are described below

GENDERWISE DISTRIBUTION OF NFE LEARNERS (SEMISTER FOUR)

The total number of learners in the sample was 75. Out of these 33 were male and 42 female. The gender wise distribution of NFE learners is given in the Table 9.1H

Table 9.1 H Gender wise Distribution of Class V NFE Learners.

Male		Female	
Number	%	Number	%
33	44	42	56

Table 9.1-H shows that the percentage of male learners (44%) is lower than their female counterpart (56%).

PUPIL ACHIEVEMENT TEST MATHEMATICS (PAT-MATHS)

A total number of 75 pupils belonging to different NFE centers were administered achievement test in Mathematics. Mathematics Achievement Test comprising 22 items. Out of these 8(eight) items tested knowledge, 10(ten) items tested understanding application ability and 3 (three) items were included to testing at skill. The maximum marks of the test were forty (40). Achievement score of learners in Social Studies is given in the table 9.2 H

Table 9.2 H PUPIL ACHIEVEMENT TEST (PAT) SCORE MATHEMATICS

Mean	Median	Mode	SD	Minimum	Maximum
25.50	26.5	26* 30*	7.10	5.5	36

- Multiple Mode Exist

The data presented in Table 9.2 H showed the following·

The mean achievement score of learners was 25.50 and the standard deviation was 7.103. The minimum marks secured were 5.5 and a maximum mark secured was 36 00. Six learners secured 26 and 30 marks (multiple modes exist). The median value was 26.

Table 9.3 H PAT SCORE IN MATHEMATICS(GENDERWISE DISTRIBUTION)

MALE				FEMALE				Male & Female
No.	Mean	SD	SE of Means	No.	Mean	SD	SE of Means	Mean Difference
33	26.485	7.348	1.279	42	24.7381	6.896	1.064	1.7467

Table 9.3 H shows that the genderwise distribution of scores. The data showed that the male attained higher score than the female. The male showed higher achievement with mean score of 26.48 and SD of 7.34 compared to their female counterpart. In case of female, the mean score of female was 24.73 and Standard Deviation is 6.89. The mean difference is 1.74, which is significant. The SE of mean in case of male is 1.27 and 1.06 in case of female. Besides working average mean scores, SD, median, analysis was also carried out to investigate the levels of learning (i.e. levels of Achievement) of the NFE Learners. For working out levels of learning the document

minimum levels of learning (MLL) MHRD 1991 was consulted Details of levels of learning is given below:

Levels of Achievement

The achievement level were defined as

1 Student achieving a score of zero.

2 **No Minimum Level of Learning (MLL)** (0-10) percentage of student scoring more than zero but less 50%(0-20).

3 **Achieving MLL (20-30)** : percentage of student scoring between 60-80% (Viz 24 to 32).

4 **Approaching Mastery (20-30):** percentage of student scoring 80% and above (viz. 32 to 40).

Table 9.4 H The Achievement Levels of Learners in Mathematics.

Area	Level	Male		Female		Total of Male and Female	% of Male and Female
		Total	%	Total	%		
Mathematics	Zero	0	0%	0	0%	0	0%
	*No MLL	4	12%	6	14%	10	14%
	*Achieving MLL	3	10%	6	14%	9	12%
	* Approaching Mastery	17	52%	26	62%	43	57.3%
	*Achieving Mastery	9	27.2%	4	10%	13	17.4%
NB:	Total	33	44%	42	56%	75	100%

Range of Marks	**Different Level**
0-10	No MLL Level
10-20	Achieving MLL Level

20-30	Approaching Mastery Level
30-40	Achieving Mastery Level

Table 9.4-H shows that 14% of learners could not achieve the minimum level of learning (MLL) in Mathematics 12% learners achieved MLL, 57% approached towards the mastery level and 17.4% achieved mastery in Mathematics It can be concluded that the performance of the learners in Mathematics was not satisfactory.

Test of Significance of Difference between Mean score of Male and Female

Table 9. 5 H Test for Equality of Means (95% Confidence Level)

Variance	t-value	df	2-tail significance	SE of Difference	F-value+	P
Equal	1.06	73	0.294	1.651	0.01	0.919
Unequal	1.05	66.69	0.298	1.664	(V-74)	

+ Leaven's Test for Equality of Variance.

Table 9.5 H shows that for V = 73(df), the calculated value of t (1.06) at 5% significance level is less that the table value of t(1.993)*. Thus, there exist significant difference between the mean score of male and female in Mathematics. The SE(Standard Error) of difference of mean is 1.65. The 2-tail significance is 0.294. Simultaneously in case of unequal variance for V= 66.69(df), the calculated value of t(1.05) at 5% significance level is less than table value of t(1.994)*. In this case also there exist significant difference between the means scores of male and female in Mathematics. The SE(Standard Error) of difference of mean is 1.664. The 2-tail significance is 0.298.

F-Test for testing the significance of difference

Table 9.5 H shows that for V= 74 and P= 0.919. The calculated F-value (0.01) is less that the table value (1.47) at 1% significance level. The samples are drawn from the normal population with the given variance. Thus, it can be concluded that there exists significant difference between the mean score of male and female in Mathematics.

Pupils Achievement Test (Language)

A total number of seventy-five pupils were administered Achievement Test in Language. Language Achievement Test comprised twenty-two (22) items. Out of these eight (8) items tested the knowledge thirteen (13) items tested the understanding; and the one (1) item is tested the Application skill. The maximum marks of the test was forty(40).

Table 9.6 H Achievement of Learners in Language

Mean	Median	Mode	Standard Deviation	Minimum	Maximum
28.607	29	34	5.793	8.5000	37.500

Table 9.7 H shows the Pupil Achievement Test result in Language. The mean score in language was 28.607 median value was 29.00. The minimum marks secured by the learners was 8.5 and the maximum marks was 37.50. Standard Deviation was 5.79. Five learners secured 34 marks (i.e. mode). Further 36 learners have secured the more than the average mean score, which in this case was 28.60, and 37 learners have secured less than 28.6o. From the data presented above it is clear that the performance of 50% learners in language was good and the performance of another 50% learners was average.

Table 9.7 H shows the comparative performance of male and female NFE learners in Language. The data presented in the table shows that men score and standard derivation of females were 29.70 and 4.99 respectively whereas men score and S.P of males were 27.21 and 6.50 respectively. Thus it can be concluded that females performed better than males in Language Test.

The achievement of male and female learners in language is given in Table 9.7 H

Table 9. 7 H Comparative Performance of the Learners (Genderwise)

Male				Female				Mean difference between Male and Female
No	Mean	SD	SE of Means	No.	Mean	SD	SD of Means	
33	27.212	6.489	1 130	42	29.702	4 99	770	2,4903

Level of Achievement of the Learners

The level of learning achievement of the learners has been described below·

Level of Achievement

The Achievement Level were defined as:

1. **Zero Level**- percentage of learners achieving a score of zero
2. **No MLL Level (No Minimum Learning Level)**- percentage of students securing more than 0 but less than 50 % (e.g 20 marks in this case)
3. **Achieving MLL Level (Minimum Learning Level)**- percentage of students scoring between 50% to 60% (20 to 24% marks)
4. **Approaching Mastery**- percentage of students scoring between 60% to 80%(24-32)

Mastery Level- percentage of students between 80% and above (32-40)

Table 9.8 H The Achievement Levels of Learners in Language.

Area	Level	Male		Female		Total No of Male and Female % of Male and Female	
		Total	%	Total	%		
Language	* Zero(0)	0	0%	0	0%	0	0%
	* No MLL(0-10)	1	1%	0	0%	1	1%
	*Achieving MLL(10-20)	4	12%	1	2%	5	7%
	*Approaching Mastery (20-30)	18	55%	21	50%	39	52%
	* Achieving Mastery (30-40)	10	33%	20	48%	30	40%
Total		33	44%	42	56%	75	100%

*NB: -	Range of Marks	Levels
	0-10	MLL not achieved (No Minimum Learning Level)
	10-20	Achieving MLL Level

20-30 Approaching Mastery Level

30-40 Achieving Mastery Level

Table 9.8 H shows the following:

1% learners could not achieve the predetermined competencies in language identified as Minimum Level of Learning language. 7% learners achieved the MLL of learning, 52% learners approached towards the Mastery Level in language competency and 40% learners achieved the mastery level in language.

The sex wise distribution shows that 1% male learners and 0% female learner achieved the MLL Level, 12% male learners and 2% female learners achieved the MLL level, 55% male learners and 50% female learners approached towards the mastery level and finally 33% male learners and 48% female learners achieved the mastery level in language.

Test of significance of difference between mean scores of male and female:

Table 9.9 H, t-test for Equality of means (95% Confidence Level)

Variance	t-value	Df	2-Tail significance	SE of Diff	F-value+	P+
Equal	-1.88	73	064	1.32	.826	.366
Unequal	-1.82	59	.074	1.36		

Table 9.9 shows in case of equal variance & for (df) v = 73, the calculated value of t is (-1.88) at 5% significance level which is less than the table value of t(1.99)*. Thus there exist significant difference between the mean score of male and female. The S.E. (Standard Error) of difference of mean is 1.32. The two-tailed significance whose is 0.064.

In case of unequal variance for v= .59(df), the calculated value of t (-1.82) at 5% significance level is less than the table value of t(2.000)*. In this case also there exist significant difference between the mean scores of male and female in test language. The standard error (S.E.) of difference is 1.367 The two-tailed test for significance shows the value 0 079, which is significant F-Test for testing the significance of difference

Table9 9 H shows that for v= 73 and P+ = 0.366, the calculated F-value (0 826) is less than the table value (1.47)* at 5% significance level

Thus, it can be concluded that the difference in variance of two samples was significant at 5% level.

Pupil Achievement Test (Environmental Studies):

A total number of seventy-five pupils were administered Achievement Test in Environmental Studies (EVs) The Achievement Test in Environmental Studies comprised 22 items. Out of these, 15 items tested knowledge, 5 items tested the understanding ability, 2 items Skills of the learners Maximum marks for the test was forty(40).

The Achievement score of learners in Environmental Studies Learners is given in the table 9.10 H

Mean	Median	*Mode	SD	Minimum	Maximum
25.98	26.5	*24	5 30	11	38.5

Table 9.10 H shows the Pupils Achievement Test result in Environmental Studies As indicated in the table the mean score of learners were 25.98 and standard deviation was 5.304 The minimum marks secured were 11 and the maximum mark scored was 38.50. Ten learners each have secured 24 and 27 marks. There exists multiple mode. The median value is 26 5. The table further revealed that 38 learners out of 75 has secured more than the mean score 25.98 and 33 have secured less than the mean score. From the above analysis it is clear that more than 50% learners have secured more than 50% marks.

9.11 H Gender wise Distribution of PAT score in Environmental Studies

	Male			Female				Male & Female
No.	Mean	SD	S E of Means	No.	Mean	SD	S E of Mean	Mean difference
33	24 81	4.97	0 86	42	26 90	5 42	0 83	-2 08

Table 9. 11 H shows the following·

The females with higher mean score of 26.90 and standard deviation (SD) is 5.42 have performed better than their male counterparts. The mean score of male is 24.81 and Standard Deviation (SD) is 4.97.

The mean difference between mean score of female and male is 2.08, which is very significant. The SE of means in case of male is 0.866 and female 0.838.

These data point out that overall performance of females learners were better than male learners. As discussed before learner achievement with terms of MLLs were also found out.

The level of learning achievement of learners is given below:

Level of achievement level of learner was defined as discussed below:

1. **Zero Level-** Percentage of learners achieving a score of zero.
2. **No MLL Level (No Minimum Level of Learning)-** Percentage of students securing more than 0 but less than 50% (e.g. 20 marks in this case).
3. **Achieving MLL Level (Minimum Learning Level) -** Percentage of students scoring between 50% -60% (20 to 24 marks).
4. **Approaching Mastery–** Percentage of students scoring between 60-80% (24-32).

5. **Mastery Level –** Percentage of students scoring between 80% and above (32-40).

Table 9.12 H The Achievement Levels of Learners in Environmental Studies(EVS)

Area	Level	Male Female		Feamle		Total of Male &Female	% of Male and Female
		No	%	No	%		
Environmental Studies (EVS)	•Zero	0	0	0	0	0	0
	•No MLL	0	0	0	0	0	0
	•Achievming MLL	5	15%	3	7%	8	11%
	•Approaching Mastery	22	67%	28	67%	50	67%
	•Achieving Mastery	6	18%	11	26%	17	22%
Total		33	100%	42	100%	75	100%

* Range of Marks	Levels of Achievement
0-10	MLL not Achieved
10-20	Achieving MLL Level
20-30	Approaching Mastery Level
30-40	Achieving Mastery

Table 9. 12 H shows the achievement of Learners in Environmental Studies(EVS)

The data presented in Table 9.13 H 11% learners achieved minimum levels of learning i.e. essential competencies identified in Environmental Studies(EVS). 67% learners approached towards mastery and 23% learners achieved mastery in essential competencies identified and under Environmental Studies(EVS).

The sex wise distribution shows that 15% male and 7% female learners achieved the MLL level, 67% males and female approached the mastery level, 18% male and 26% female learners achieved the mastery level of learning in Environmental Studies(EVS).

Test of significance of difference between the Mean Score of Male and Female

Table 9.13 H t-Test for equality of means (95% Confidence Level)

Variance	t-value	df	2-Tail significance	S.E. of difference	F- value +	P+
Equal	-1.77	73	.091	1.218	.012	.913
Unequal	-1.73	71.22	.088	1.205		

Table 9. 13 H shows that in case of equal variance & for v = 73 (df) the calculated value of t (-1.77) at 5% significance level is less than table value of t (1.992)*. Thus, there exist significant difference between the mean score of male and female. The S.E. (Standard Error) of difference of means is 1.218. The 2-tailed test of significance shows that the value as 0.091. In case of unequal variance for (df) V = 71.22 (df), the calculated value of t (-1.73) at 5% significance level is less than the table value of t (1 993)*. It can

be concluded that there exists significant difference between the mean scores of male and female in EVS. The S.E. of difference of mean is 1.205. The two-tailed test for significance value is 0.088 which is very significant.

F-Test for testing the significance of difference of mean score in EVS

Table 13 shows that for degree of freedom (df) v = 73 and P+ = 0.913, the calculated F-value (0.012) is less than the table value (1.79)* at 1% significant level. Thus, the F-Test with probabilities (P+) 0.913 (= 1% level) also shows th at there exist significance difference between the mean score of male and female in Environmental Studies.

Correlations between the total score of Learners in Mathematics with total score in Language

Table 9.14 H shows Correlation between the total achievement of learners in Mathematics with their total achievement in Language.

Table 9. 14 H Correlation between SCTM & SCTL: -

Correlation Coefficient (r)	SCTL #	2- Tailed significance (P+)
SCTM*	-0.3244	P< .01

NB.-

P+ = (Probabilities)

SCTM = Total score in Mathematiacs

SCTL = Total score in Language.

Table 9. 14 H shows that the Correlation Coefficient (r) between learner's total score in Mathematics and Language is -0.32. Thus there exist low degree of negative correlation between the total marks secured in Mathematics and Language. The probabilities value is less than 0.01

Correlation between total marks of the Learners in Mathematics and total marks in EVS.

Table 9. 15 H Correlation between SCTM and SCTE

Correlation Coefficient (r)	SCTM	2-tailed significance P+
SCTE@	0.0462	P = 0.01

Table 9.15 H shows that the Correlation Coefficient (r) between the total achievement of the learners in Mathematics and EVS (Environmental Studies) is .0462 at probabilities value 0.01. Thus, it is very clear from the above analysis that there exist low degree of positive correlation between the total achievement of learners in Mathematics and EVS.

Correlation between Total Marks Secured by the Learners in Language (SCTM) and Total Marks Secured in EVS (SCTE)

Table 9. 16 H Correlation between SCTL and SCTE

Correlation Coefficient (r)	SCTE	2-Tailed Significance (P+)
SCTL	0.2828	P = 0.01

Table 9. 16 H shows that the Correlation Coefficient between total marks secured by the learners in Language and total marks secured in EVS (Environmental Studies) is 0.2828. This is true at 1% level of significance.

Thus, there exist low degree of positive correlation between the total marks secured by the learners in Language and Environmental Studies.

Area of weakness of the Learners in four objective area such as Knowledge (K), Understanding (U), Application (A) and Skill (S).

Area of weakness of the learners in four objective area such as Knowledge, Understanding, Ability and Skill.

Probe into the scores of the learners in achievement test reveals that the learners were very weak in certain area, which require special attention.

The table 9. 17 H shows the percentage of learners those have secured less than 50% marks in various area such as Knowledge (K), Understanding (U), Application (A) and Skill (S) in Mathematics, Language and EVS.

Table 9.17 H area of Weakness of the Learners in Four Objective Areas

SUBJECTS								
Mathematic			**Language**			**EVS**		
Area	**Number**	**P.C.**	**Area**	**Number**	**P.C.**	**Area**	**Number**	**P.C.**
Knowledge (K)	44 (N=225)	20%	Knowledge (K)	108 (N=300)	36%	Knowledge (K)	45 (N=150)	30%
Understanding (U)	130 (N=300)	43%	Understanding (U)	113 (N=300)	38%	Understanding (U)	71 (N=300)	24%
Application (A)	49 (N=75)	65%	Application (A)	20 (N=75)	27%	Application (A)	18 (N=75)	24%
Skills (S)	105 (N=150)	70%	*	*	*	*	*	*

The data presented in table 9. 17 H shows that the weakness of the learners in four objective areas such as Knowledge (K), Understanding (U), Application (A) and Skills(S).

(i) 65% learners could not attempt successfully the questions framed in the tools to test the Application (A) ability of the learners.

(ii) 70% learners could not attempt successfully the questions based to test the Skill (S) ability for the learners

(iii) 43% learners could not attempt questions based to test the Understanding (U) ability of the learners.

(iv) 20% learners could attempt questions based to test the Knowledge (K) ability of the learners.

(B) Language

(i) 38% learners were found weak in attempting the questions based to test the Understanding (U) ability of the learners.

(ii) 36% learners could not attempt questions based to test the Knowledge (K) ability of the learners.

(iii) 27% learners could not attempt successfully questions framed to test the Application (A) ability of the learners.

EVS (Environmental Studies)

(i) 30% learners could not attempt successfully the questions based to test the Knowledge (K) ability of the learners.

(ii) 24% learners could not attempt successfully the questions based to test the Understanding (U) ability of the learners.

(iii) 24% learners could not answer the questions based to test the Application (A) ability of the learners

Area of weakness of the Learners in Competency Area

Area of Weakness of Learners in different Subjects

In order to determine the area of weakness of learners only those children were considered who have secured less than 50% marks in Social Studies, Language and Environmental Studies.

The table below gives a clear picture of such students who came in this category.

Table 9. 18 H Number of Learners securing less than 50% marks in Mathematics, Language and Environmental Studies (EVS)

SUBJECTS					
Mathematics		Language		EVS	
Number	Percentage	Number	Percentage	Number	Percentage
12	16%	6	8%	8	11%
N= 75		N=75		N=75	

The Table 9. 18 H shows that 16% learners secured less than 50% marks in Mathematics 8% learners secured less than 50% marks in Language and 11% learners secured less than 50% marks in EVS.

After going through the Achievement Tests such questions in all the three subjects were identified in which they had scored less than 50% marks These questions in different subjects were framed to test certain competencies, which were subsequently listed.

Table 9.18 H below gives the competency-wise area of weakness in different subjects revealed that learners were very weak in certain areas which requires special attention of the instructors.

Table 9. 19 H Competency-wise Area of Weakness of the Learners

SUBJECTS									
Mathematics (N=75)				**Language (N=75)**			**EVS (N=75)**		
	Area	Number	P.C.	Area	Number	C.	Area	Number	P.C.
(a)	Recall	108 (N=225)	48%	Recall	8	11%	Recall	27	36%
(b)	Recognise	29 (N=150)	19.3%	Recognise	27 (N=150)	18%	Recognise	18	24%
(c)	Identify	4	51%	Suggest	32	12%	Identify	24	32%
(d)	Discriminate	33	14%	Discriminate	20	27%	Discriminate	8	11%
(e)	Classify	14	19%	Identify	1	1%	Analyse	29	39%
(f)	Reasons	49	65%	Analyse	104 (N=150)	69%	Observe	1	1%
(f)	Draw	65	86%	Interpret	59	78%	Infer	18	24%

The Table 9 19 H presented shows that the area of difficulties of the learners in Mathematics, Language and EVS.

Area of difficulties in Mathematics

Major area of difficulties were more in Mathematics as compared to language and Environmental Studies (EVS). These were discussed below:

(i) 65% learners could not successfully attempt the items based on reasons.

(ii) 86% learners could not attempt items based on draw drawing skill viz. Items on drawing geometrical figures (Q-16, 17).

(iii) 48% learners could not attempt understanding. Items based understanding concepts. Which are as follows

- addition of decimal number (Q-2, 6)
- logical addition (Q-10)
- problem solving items based on division (Q-13)

(iv) 19% learners could not attempt items which were based on abilities to identify and classify (Q-15)

Areas of Weakness in Language

(i) 78% learners could not attempt successfully items based on interpretation (Q-16)

(ii) 69% learners could not attempt successfully the items based on skill and analysis (Q-6,12,18)

(iii) 42% learners could not successfully item calling for alternative suggestion.

(iv) 27% learners could attempt successfully items based on ability to discriminate (Q-13)

(v) 11% learners could not attempt the successfully items based on recall.

Area of Weakness in Environmental Studies(EVS)

The data presented in table 9.18 H shows that the overall performance of the learner in Environmental Studies (EVS) was much better as compared to their performance in Mathematics attempting successfully items

(i) 39% learners could not attempting items based on analysis (Q-13).

(ii) 36% learners could not attempt successfully items based on recall.

The items based recall were such as under:

However, some learners could not attempt items on recall, recognize and also there items that tested the ability to identify, clarify, analyse and inter.

- (Q-2 ,21) – geography
- (Q-10,19) – civics
- (Q-11,15).- history
- (Q-7).- physiology

(iii) 24% learners could not attempt successfully items based on recognize and infer (Q-3, 4, 12, 16, 17, 18, 20, 22).

The data presented above shows that either learning materials were learning in these content /concepts. These were discrepancies in transaction strategies adopted.

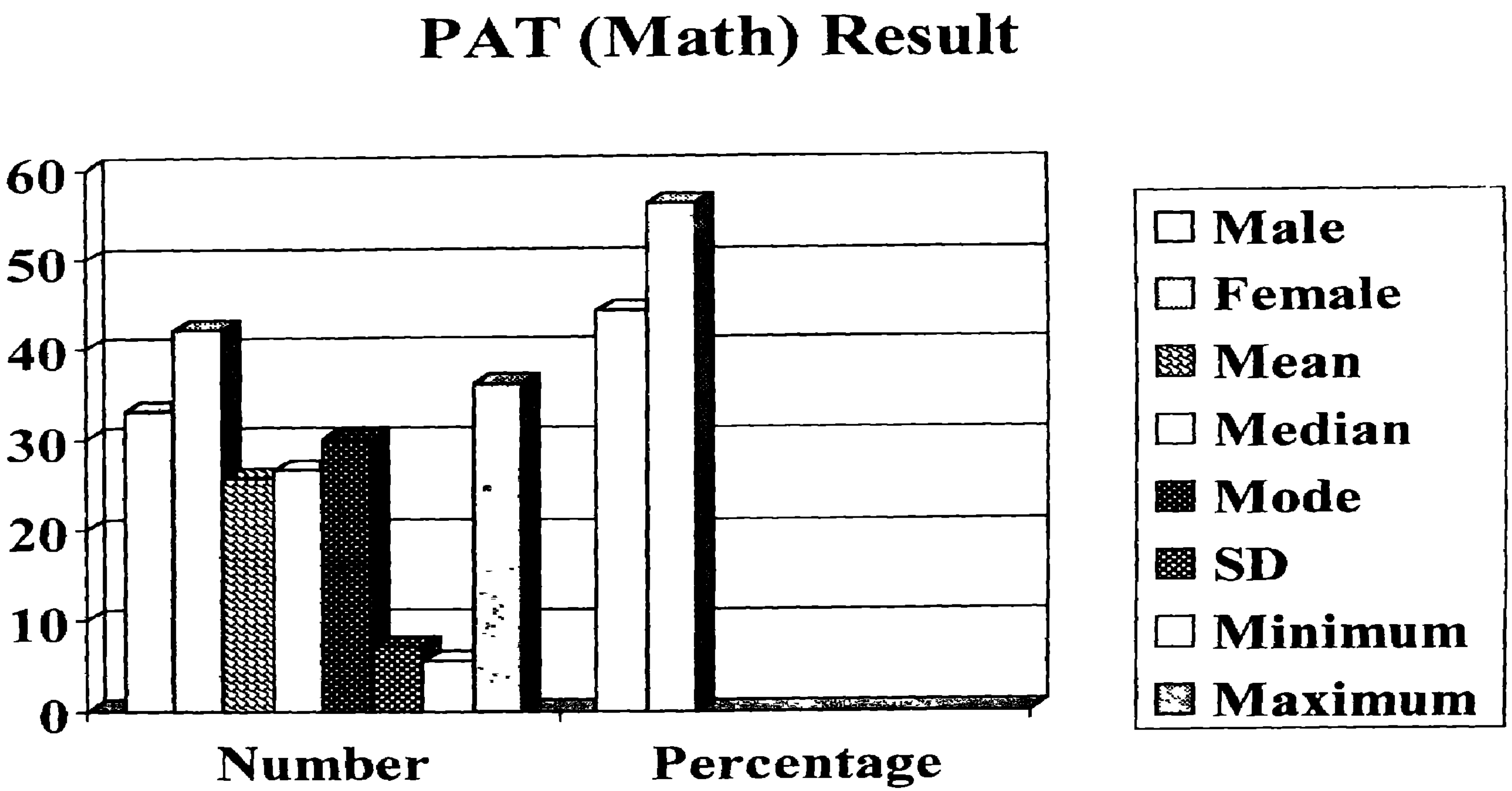

PAT (Math) Result
60
50
40
30
20
10
0
Number
Percentage
Male
Female
Mean
Median
Mode
SD
Minimum
Maximum

Figure – 9.1 (H)

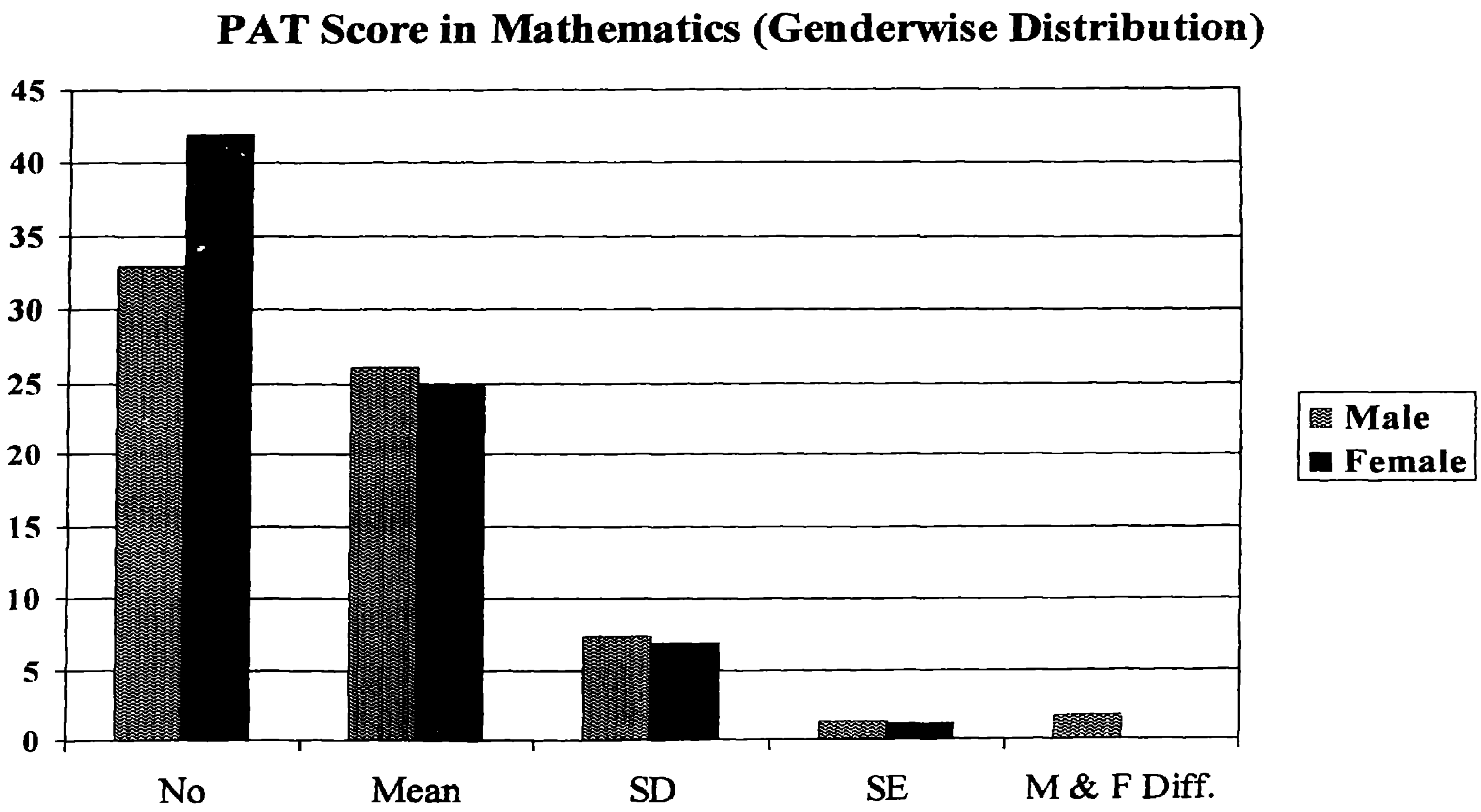

PAT Score in Mathematics (Genderwise Distribution)
45
40
35
30
25
20
15
10
5
0
No
Mean
SD
SE
M & F Diff.
▨ Male
■ Female

Figure – 9.3 (H)

The Achievement Levels of Learners in Mathematics

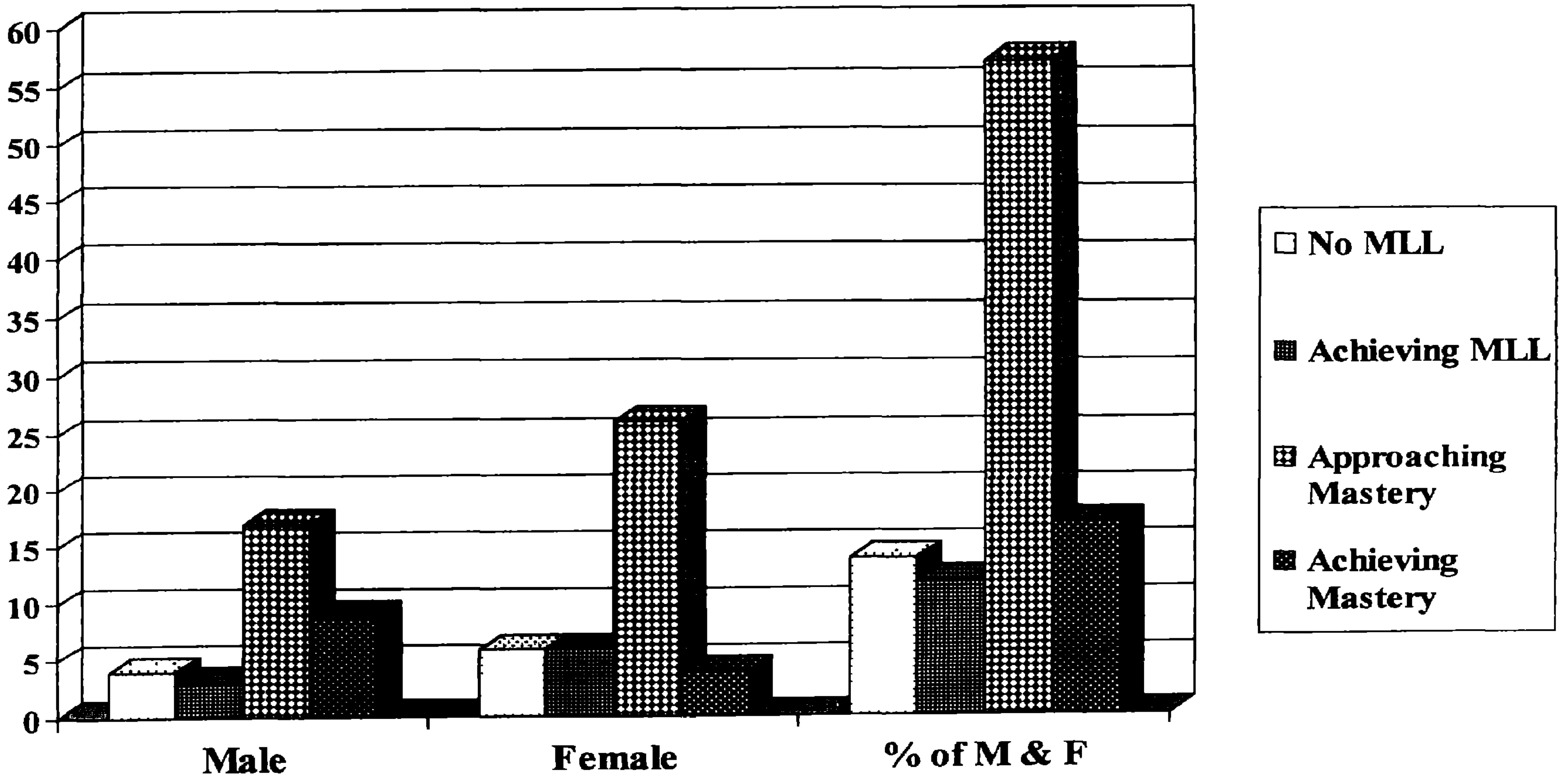


Figure - 9.4 (H)

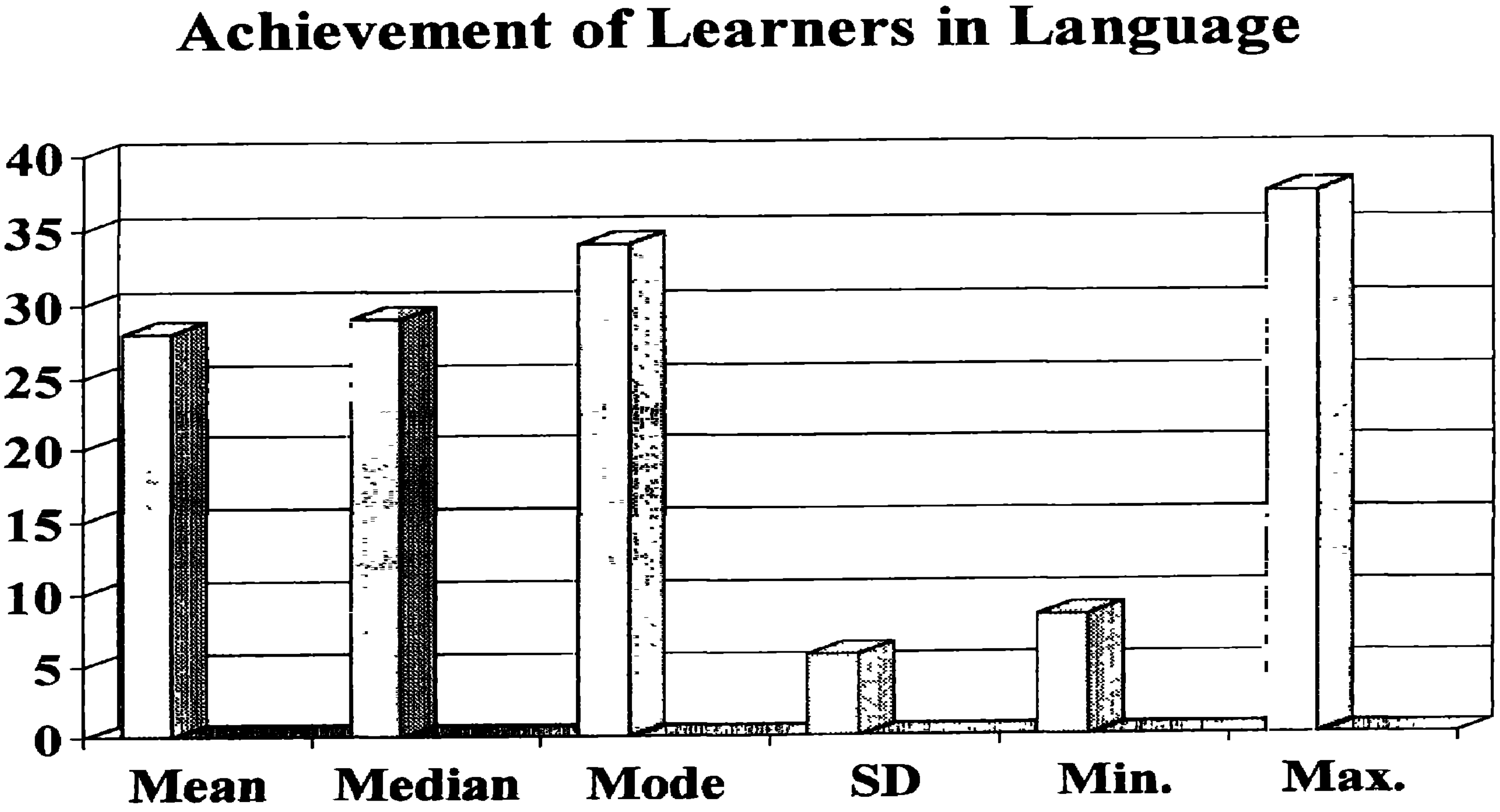

Achievement of Learners in Language
40
35
30
25
20
15
10
5
0
Mean
Median
Mode
SD
Min.
Max.

Figure – 9.6 (H)

Comparative Performance of the Learners (Genderwise)

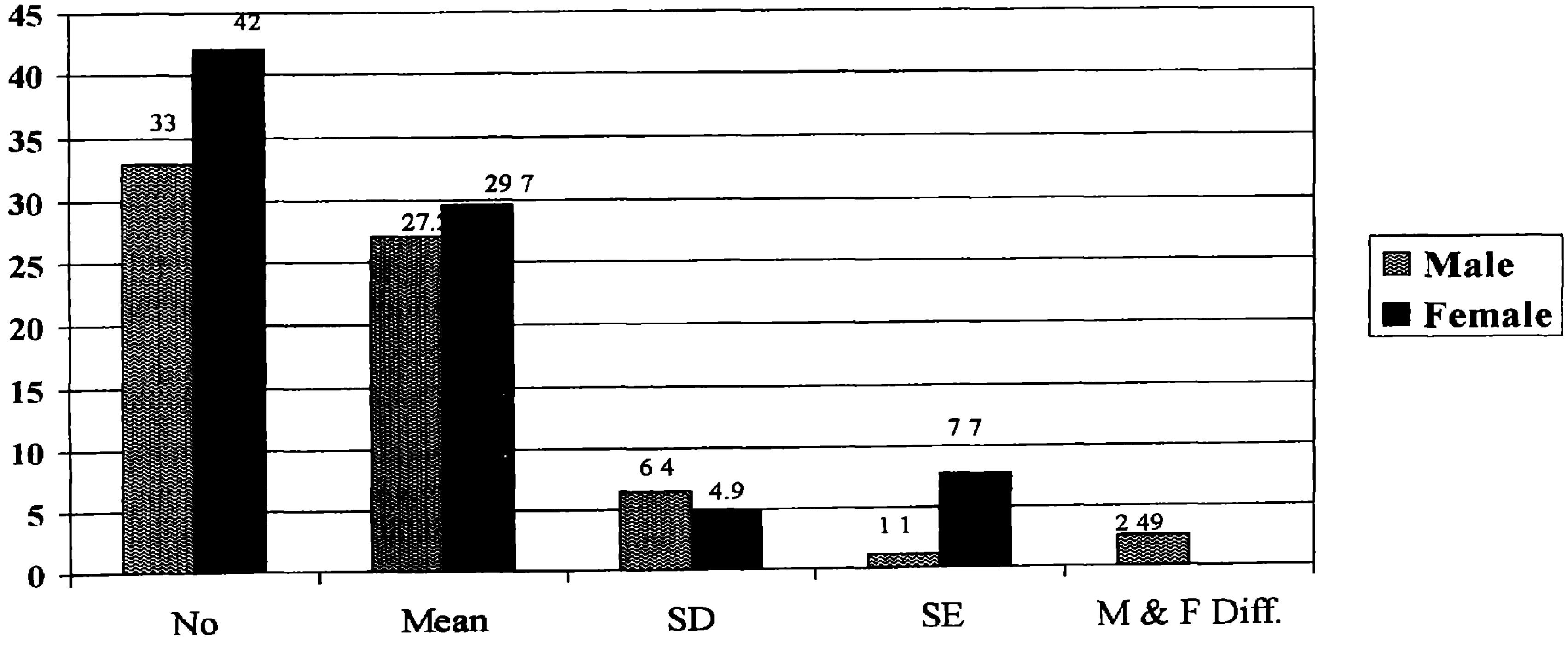


Figure – 9.7 (H)

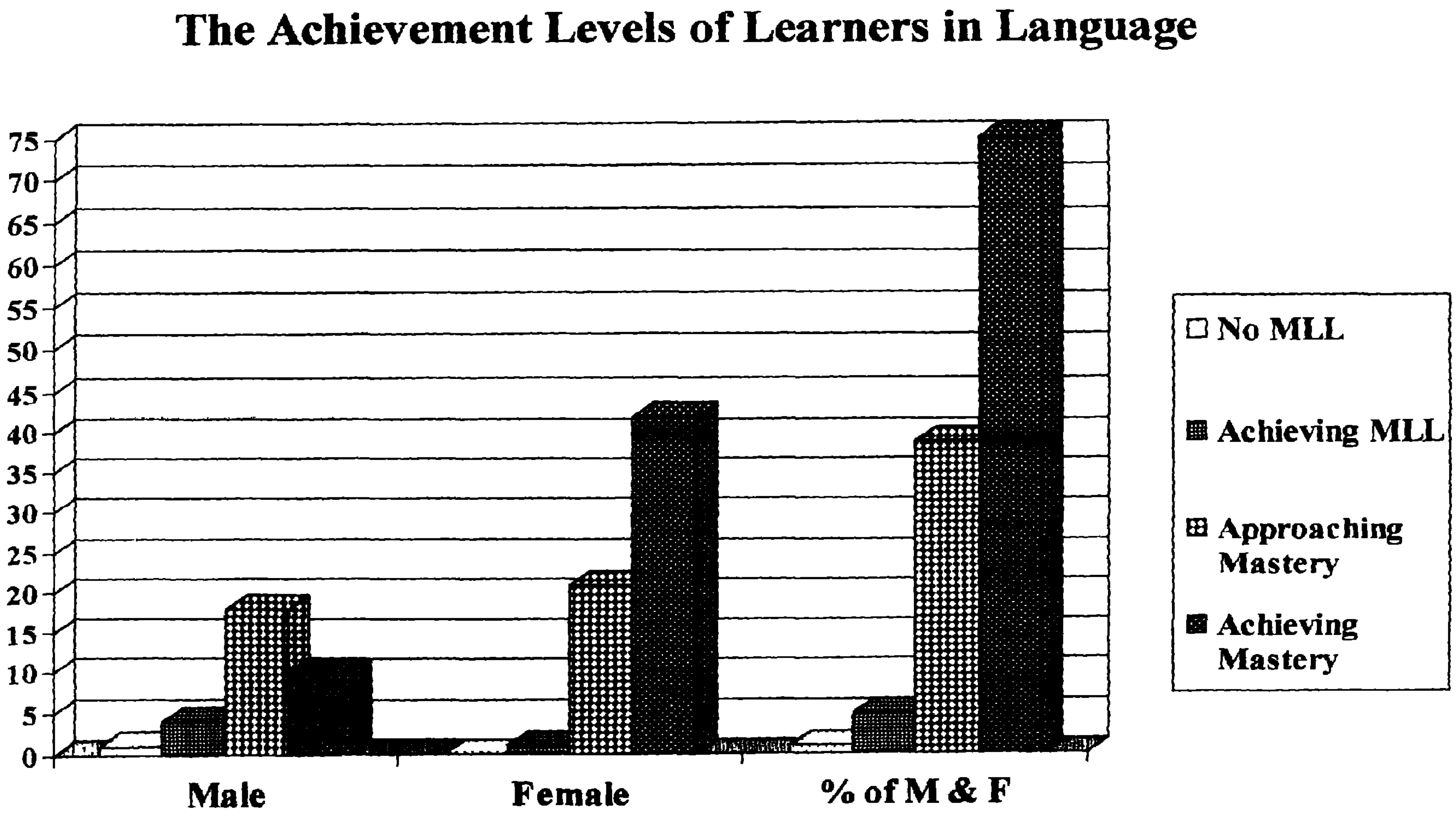

The Achievement Levels of Learners in Language
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
Male
Female
% of M & F
□ No MLL
▦ Achieving MLL
⊞ Approaching Mastery
▩ Achieving Mastery

Figure - 9.8 (H)

PAT Score in Environmental Studies (H)

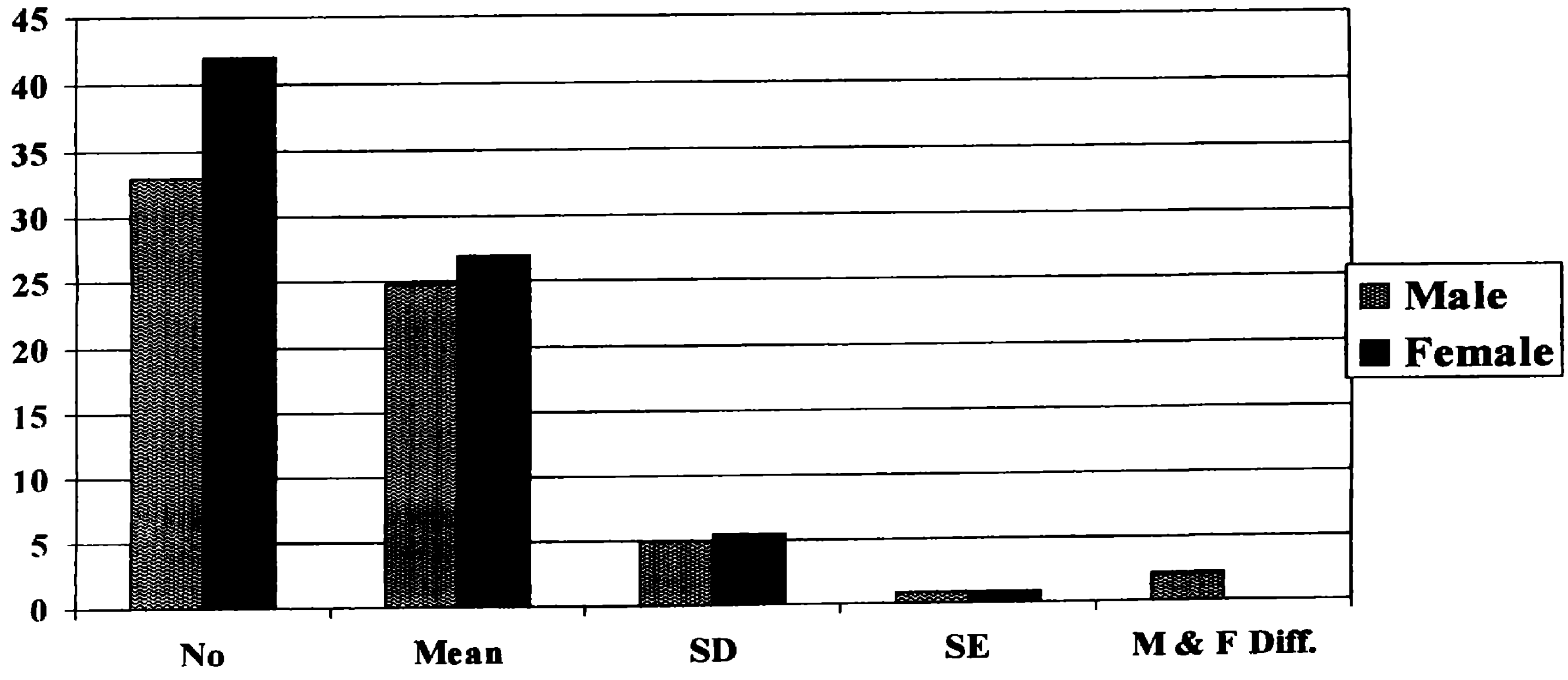


Figure – 9.11(H)

The Achievement Levels of Learners in Environmental Studies (EVS)

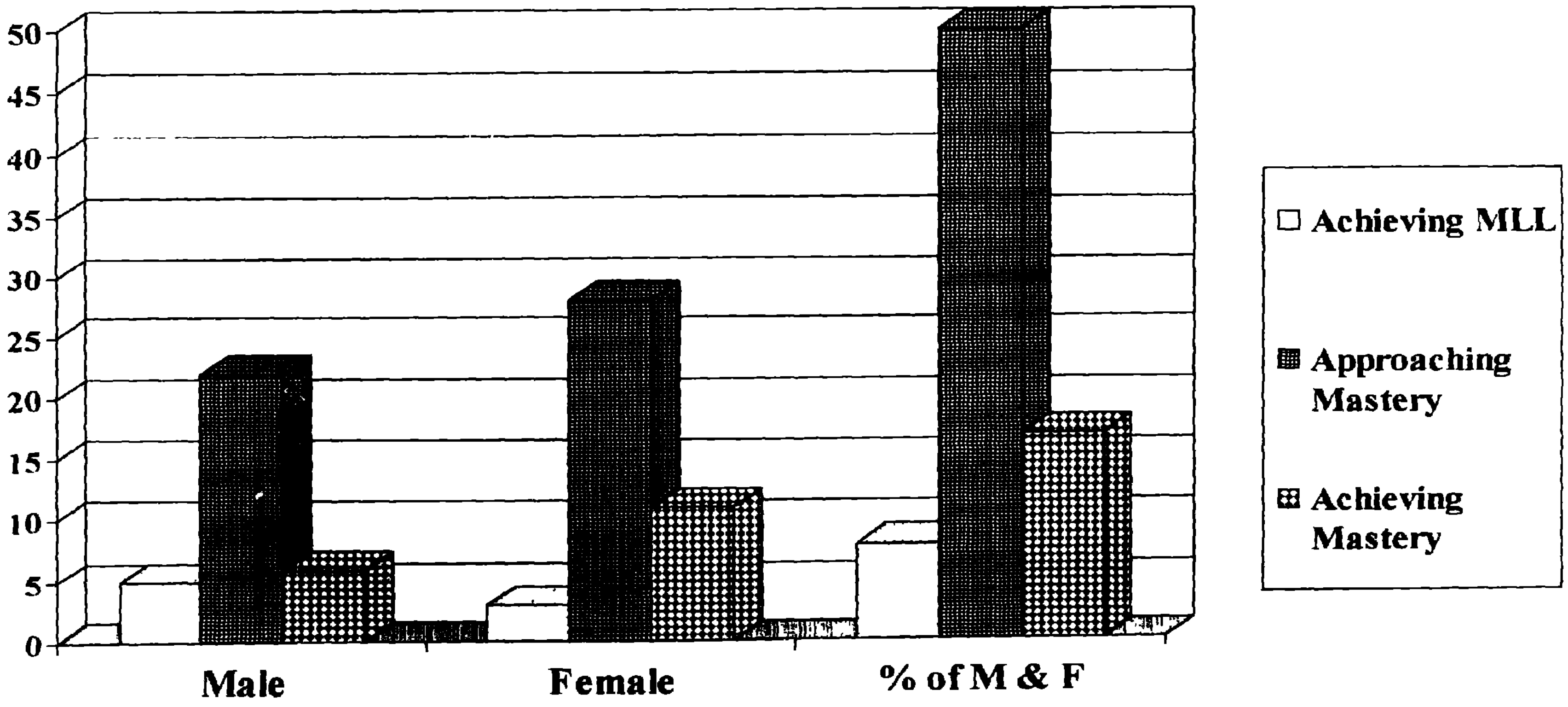


Figure - 9.12 (H)

PUPIL ACHIEVEMENT STUDY IN RAJASTHAN

COVERAGE

The study was conducted in Udaipur and Raisamand Districts of Rajasthan. In Udaipur two NGOs namely, Rajasthan Vidyapeeth, Salambur and Rajsthan Bal Kalyan Samiti, Jhadol . were selected for administering tests A total number of 207 learners were in the sample.

GENDERWISE DISTRIBUTION OF NFE LEARNER

The total number of the learners in the sample was 207. Out of these 120 were male and 87 female. The distribution of sampled class V NFE learners is given in the table 9 1 R

Table 9. 1 R Genderwise Distribution of Class V NFE Learners .

Male		Female	
Number	%	Number	%
120	58	87	42

Table 9.1 R shows that the percentage of male learners (58%) is lower that their female counter parts (42%).

PUPIL ACHIEVEMENT TEST MATHEMATICS (PAT-MATHS)

A total number of 207 pupils belonging to different NFE centers were administered achievement test in Mathematics. Mathematics Achievement Test comprising 22 items Out of these 8(eight) items tested Knowledge, 10(ten) items tested the Understanding , one(1) the Application ability and 3 (three) items were included to test the Mathematical skill. The maximum marks of the test were forty (40).

Achievement score of learners in mathematics is given in the table 9.2 H.

Table 9.2 R PAT Score in Mathematics

Mean	Median	Mode	SD	Minimum	Maximum
18.99	19.68	18	7.88	1.50	37.50

The data presented in Table 9.2 R showed the following:

The mean achievement score of learners was 18.99 and the standard deviation was 7.88. The minimum marks secured 1.50 and a maximum mark secured was 37.50. seven learners secured 18.99 The median value is 19.68. Distribution of marks of learners as shown in figure .9.2 R indicate that.97 learners secured less than the mean score of 18.99. Therefore it can be concluded that the performance in Mathematics was average.

Table 9.3 R PAT Score Genderwise Distribution

MALE				FEMALE				Male & Female
No.	Mean	SD	SE of Means	No.	Mean	SD	SE of Means	Mean Difference
120	19.12	8.42	0.76	87	18.81	7.78	0.83	0.30

Table 9.3 R shows the genderwise distribution of scores. The data shows that the male attained higher score than the females showed higher achievement with mean score of 19.12 and SD of 8.42 compared to their f

emale counterparts. In case of female, the mean score was18.81 and standard deviation was 7 78.The mean difference was 0.30 which was significant. The SE of mean in case of male was 0.76 and 0.83 in case of female. Thus it can be concluded that males performed better than their female counterparts in the mathematics

Besides working out average mean scores, SD, median, analysis was also carried out to investigate the level of learning (i.e. Levels of Achievement) of NFE Learners. For working out levels of learning the document/ Minimum Levels of Learning (MHRD 1991) was consulted. Details of levels of learning, which is given below:

Levels of Achievement:

The achievement level were defined as:

1. Student achieving a score of zero.
2. **No MLL (Minimum Level of Learning)** (0-10) percentage of student scoring more than zero but less 50%(0-20).
3. **Achieving MLL (20-30)** : percentage of student scoring between 60-80% (Viz. 24 to 32).

4. **Approaching Mastery (20-30):** percentage of student scoring 80% and above (viz. 32 to 40).

Table 9. 4 H The Achievement Levels of Learners in Mathematics.

Area	Level	Male		Female		Total of Male and Female	% of Male and Female
		Total	%	Total	%		
Mathematics	Zero	0	0%	0	0%	0	0%
	*No MLL	21	17.5 %	13	25%	34	16.4%
	*Achieving MLL	49	40.8 %	35	40%	84	40.5%
	* Approaching Mastery	38	31.6 %	33	38%	71	34.3%
	*Achieving Mastery	12	10%	6	7%	18	8.7%
NB:	Total	120	100%	87	100 %	207	100%

Range of Marks	Achievement Level
0-11	No MLL Level
10-21	Achieving MLL Level
20-31	Approaching Mastery Level
30-41	Achieving Mastery Level

Table 9. 4 R shows that out of 207 learners 16% could'not achieve the minimum level of Mathematics learning (MLL) in . 40% learners achieved MLL, 34.3% approached towards the mastery levels and 8.7% achieved mastery in Mathematic It can be concluded that the performance of the learners in Mathematics was satisfactory.

9.5 R Low and High Achievement among the Learners

($\chi 2$ – Test) * in Mathematics

Learners	No.of learners getting marks above the population m ean.	No. of Learners getting marks below the population mean.	Total
Male	50 (A)	70 (B)	120 (A+B)
Female	39 (C)	48 (D)	87 (C+D)
Total	89 (A+C)	118 (B+D)	207 (N)

- Applying $\chi 2$ – formula for four fold (2x2) contingency table-

$$\chi 2 = \frac{N[(BC-AD)-N/2]^2}{(A+B)\,(C+D)\,(A+C)\,(B+D)}$$

$$= 207\,[(70x39-50x48)-207/2]^2\,/120x87x89x118$$

= 10619565/1096440880 = 0.09685 ≈0.097 (the value is not significant)

For df = .1, the probability (P) for $\chi 2$ equal to 0.097 is larger than .05, hence the obtained value is not significant. Thus, there is true sex difference in achievement of in favour of male learners.

Test of Significance of Difference between Mean Scores of Male and Female

Table 9. 6 R Test for Equality of Means (95% Confidence Level)

Variance	t-value	df	2-tail significance	SE of Difference	F-value+	P
Equal	-3.57	205	0	1 2121	4 061	0 045
Unequal	-3.69	197 22	0	1 083	(V-74)	

+ Leaven's Test for Equality of Variance.

Table 9. 6 R shows for v = 205(df), the calculated value of t(-3.57) at 5% significance level is less than the table value of t(1.972)* Thus, there exist significant difference between the mean score of male and female in Mathematics. The SE (Standard Error) of difference of mean is 1.212. The 2-tail significance is 0. Simultaneously in case of unequal variance for v= 197.22(df), the calculated value of t(-1.73) at 5% significance level is less than table value of t(1.973)*. In this case also there exist significant difference between the means scores of male and female in Mathematics. The SE(Standard Error) of difference of mean is 1.081. The 2-tail significance is 0. The above analysis shows that the population from which the sample have been drawn do not differ significantly.

F-Test for Testing the Significance of Difference:

Table 9. 6 R shows that for V=205 and P= 0.045 The calculated F-value (4.061) is less than the table value (1.26) at 5% significance level. Thus,two independent estimate of population variance do not differ significantly. Thus, it can be concluded that the data have been drawn from to independent sample having same variance.

Pupils Achievement Test in Language

A total number of two hundred and seven (207) pupils were administered Achievement Test in Language. Language Achievement Test was based on test comprised twenty-two (22) items . Out of these, the eight (8) items tested the knowledge of the learners. Thirteen (13) items tested the understanding ability of the learners and one (1) item tested the Application ability. The test comprised 40 marks.

Table 9. 7 H shows the Achievement Score of Learners in Language:

Mean	Median	Mode	Standard Deviation	Minimum	Maximum
25.82	27.121	10	7.39	6	39.5

Table 9.8 R shows the Pupil Achievement Test result in Language

The data presented showed that mean score in language was 25.82 median value was 27.12. The minimum marks secured by the learners was 6 and the maximum marks was 39.50. Standard Deviation was 7.39. Mode was ten (10). Further, as shown in figure. 9.7 R, 10 learners have secured the more than 32 marks and 92 learners have secured less than the mean score. From this it can be concluded that the performance of the learners in language test was.

Comparative Achievement of Learners in Language(Genderwise)

The achievement of learners in language genderwise is given below:

Table 9.8 R Comparative Performance of the Learners (Genderwise)

Male				Female			Mean Difference between Male and Female	
No.	Mean	SD	SE of Means	No.	Mean	SD	SD of Means	
				•				
120	26.07	7.158	0.658	87	25.488	7 691	0.825	0.581

Table 9 8 R shows the comparative performance (genderwise) of the learners. The data shows that males with mean score of 26.07 and standard deviation of 7.156 have performed better than the females with mean marks 25.48 and standard deviation 7.697 The mean difference between male and female marks is 0.581. The standard error of mean is 0.653 in case of male and .825 in case of female.evel of Achievement of the Learners in Language-

The level of learning achievement of the learners has been described earlier but is presented again for discussion

Level of Achievement

The Achievement Level were defined as·-

1. **Zero Level-** Percentage of learners achieving a score of zero
2. **No MLL Level (No Minimum Learning Level)-** Percentage of students securing **more than 0 but less than 50% (e.g. 20 marks in this case)**
3. **Achcieving MLL Level(Minimum Learning Level)-** Percentage of students scoring between 50%-60%(20 to 24 marks)
4. **Approaching Mastery-** Percentage of students scoring between 60-80%(24-32)
5. **Mastery Level-** Percentage of students scoring between 80% and above (32-40)

Table 9.9 R Achievement Level of Learners Language

Area	Level of Achievement	Male	Female	Total No. of Male & Female
Languagae	Zero (0)	0	0	0
	No MLL (0-10)	5	3	8
	Achieving MLL (10-20)	23	17	40
	Approaching Mastery (20-30)	49	41	90
	Mastery Level (30-40)	43	26	69
Total		120	87	207

Range of Marks	Levels
0-11	No MLL Level(No Minimum Learning Level)
10-21	Achieving MLL Level
30-41	Achieving Mastery Level

Data presented in Table 9 .9 R showed that out of 217 learners, 5 boys and 3 girls could not achieved the MLL. 23 boys and 11 girls achieved the MLL Level, 49 boys and 41 girls approached towards the mastery level, 43 male and 26 female achieved the mastery level in Language.

Table 9.10 R Low and High Achievement among the Learners ($\chi2$ – Test) * in Language

Learners M/F	No.of learners getting marks above the populations mean. above POP means	No. of Learners getting marks below POP mean.	Total
Male	67 (A)	53 (B)	120 (A+B)
Female	46 (C)	41 (D)	87 (C+D)
Total	113 (A+C)	94 (B+D)	207 (N)

Applying x^2 formula for (2x2) four fold contingency table.

$$X2 = N[\frac{BC-AD-N/2]}{A+B\ (C+D)\ (A+C)\ (B+D)}$$

$$\approx 207\ \frac{[53-46-67x\ 41) - 207/2]^{2}}{120x8x113x94}$$

$$\approx 207\frac{[(2438-2747) - 103.5]}{11089368}$$

$$\approx 207\ [\frac{-309 - 103.5]^{2}}{11089368}$$

$$= 207\frac{(412.5)^{2}}{11089368}$$

$$= \frac{207 \times 170156.25}{11098368}$$

$$= \frac{3522.2343}{11098368} = 3.1762$$

for df 1 probably (P) for x^2 equal to 3.177 is larger than 0.03 hence the obtained vehicles not significance. Thus there exists a time sex difference in favour of male learners in language.

* Text of significance of difference between means scores of male and female.

Table 9.9 R shows in case of equal variance and for (df) v= 205, the calculated value of t is 0.56 at 5% significance level which is less than the table value of t(1.97)*. Thus there exist significant difference between the mean score of males and females in language . The S.E. (Standard Error) of difference of mean is t 1.04. The two-tailed significance value is 0.577.

In case of unequal variance for v= 177.25(df), the calculated value of t(0.55) at 5% significance level is also less than the table value of t(1 97)* In this case also there exist no significant difference between the mean scores of male and female language. The standard error (S.E.) of difference is 1.052 The two-tailed test for significance shows the value 0.58, which is significant.

Table 9.11 R t-Test for Testing the Equality of Means (95 % Confidence Leval)

Variance	t-value	df	2-tail significance	S.E of	F-value	P+
Equal	0.56	205	0 577	1 04	0 456	0 5
	0.55	177.25	0.581	1.052		

Table 9.11 R shows that for v= 205(df) and P+ = 0.5 the calculated F-value (0.826) is less than the table value (1.47)* at 5% significance level. Thus, it can be concluded that the sample have come from normal population with same variance.

Pupil Achievement Test in (Environmental Studies)

A total number of seventy-five pupils were administered achievement test in Environmental Studies (EVs). Achievement Test in Environmental Studies comprised 22 items. Out of these 15 items objective tested knowledge, 5 items tested the understanding ability, 2 items objective was to test the Application Skills of the learners. Maximum marks for test was 40.

The Achievement score of the Environmental Studies Learners is given in the table 9.12 R

Mean	Median	Mode	SD	Minimum	Maximum
23.79	22 42	24	3.04	3.5	40

Table 9.12 R shows the Pupils Achievement Test result in Environmental Studies. As indicated in the table the mean score of learners was 23.80 and standard deviation was 3.04. The minimum marks secured were 3.50 and the maximum marks secured was 24 modes. The median value was 22.42. Figure 9.4 R shows that out of 207 learners, 100 secured less than the mean i.e. 23.80 and 94 secured more than mean. Most frequently occurring score i.e. mode was 24 and 13 learners scored 24. The analysis of data presented in Table 9.11 R and Fig. 9.4 indicate that performance of learners was not satisfactory in Environmental Studies (EVS)

Table 9.13 R Gender wise Distribution of PAT Score in Environmental Studies.

	Male			Female				Male & Female
No.	Mean	SD	S.E. of Means	No.	Mean	SD	S.E. of Mean	Mean difference
120	22.63	7.73	0.706	87	23.01	6.66	0.2140	-0.38

The data presented in the table 9. 13 R that achievement of females is slightly better than males. Females have higher mean score 23.01 standard deviation (SD) was 5.42 have performed better. The mean score of males was 22.63 and standard deviation (SD) was 7.73. The mean difference between mean score of female and male was –0.38, which is very significant. The SE of means in case of male is 0.70 and female 0.71.Both the results are significant at .01 and .05 level.

The level of learning achievement of learners is given below: -

Level of achievement level of learners is defined as: -

1. **Zero Level**- Percentage of learners achieving a score of zero
2. **No MLL Level (No Minimum Level of Learning)**- Percentage of students securing more than 0 but less than 50% (e.g 20 marks in this case).
3. **Achieving MLL Level (Minimum Learning Level)** - Percentage of students scoring between 50% -60% (20 to 24 marks).
4. **Approaching Mastery**– Percentage of students scoring between 60-80% (24-32).
5. **Mastery Level** – Percentage of students scoring between 80% and above (32-40).

Table 9.14 R Low and High Achieves in Environmental Studies (x^2 test)

Learners	No. of learners getting marks above pop . Mean	No of learners getting marks below pop. mean	Total
Male	49 (A)	71 (B)	120 (A+B)
Female	34 (C)	53 (D)	87(C+D)
Total	83 (A+C)	124 (B+D)	207 (N)

Applying x^2 – formula for four fold (2x2) contingency table

$$X^2 = \frac{N[(BC-AD)-N/2]^2}{(A+B)(C+D)(A+C)(B+D)}$$

$$X^2 \quad \frac{207(71 \times 34-49 \times 207/2]^2}{120 \times 87 \times 83 \times 124}$$

$$= 207[(2414-2597)-103\ 5]^2$$

Table 9.15 R Achievement Levels of Learners in Environmental Studies.

Area	Levels of Achievement	Male No	%	Female No	%	Total M+F	% M+F
	Zero	0	0	0	0	0	0
	No MLL	11	9%	1	1%	12	6%
	Achieving MLL	31	26%	31	36%	62	30%
	Approved Marking	58	48%	41	47%	99	48%
	Achieving Marking	20	17%	14	16	34	16%
	Total	120	108%	87	100%	207	100%

* Range of Marks	Levels of Achievement
0-11	No MLL (No Minimum Level of Learning)
10-21	Achieving MLL Level
20-31	approaching Mastery Level
30-41	Achieving Mastery

Table 9 15 R shows the following Achievement of Learners in Environmental Studies

6% learners achieved no stage 30 % learners achieved MLL (Minimum Level of Learning) in Environmental Studies 48 % learners approached towards mastery level, and 16% learners achieved mastery level in the subject

The sex wise distribution shows that 26% male and 36% female learners achieved the MLL level, 48% males and 47% female approached the mastery level, 17% male and 16% female learners achieved the mastery level in EVS.

Test of significance of difference between the Mean Score of Male and Female

Table 9.16 R t-Test for equality of means (95% Confidence Level)

Variance	t-value	df	2- tail	S.E	F-value	P+
Equal	2 16	205	0.032	1.623	27.7	0
Unequal	2 33	204.60	.021	1.948		

Table 9 16 R shows that in case of equal variance & for v = 205 (df) the calculated value of t is 2.16 at 5% significance level is less than table value of t 1 972* The S.E. (Standard Error) of difference of means is 1.623. The 2-tailed test of significance shows that the value as 0..232. In case of unequal variance for (df) v = 204.68 (df), the calculated value of t 2.33 at 5% significance level is more than the table value of t 1.993*. . The S.E. of difference of mean is 1.948. The two-tailed test for significance value is 0.021 which is very significant.

Thus it is clear from the above analysis that the population from which the sample have been drawn vary significantly. Further table 9.15 R also shows that for S= 205(df) and P= D, F(27.718) is more than the table value. Thus the population means from which the sample have been drawn differ significantly in the mean achievement of male and female NFE learners.

Correlation between the Total Score of Learners in Mathematics with total score in Language(GO Sector)

Table 9.17 R shows Correlation between the total achievement of learners in Mathematics (SCTM) with their total achievement in (SCTL) language.

Table 9.17 R Correlation between SCTM & SCTL

Correlation Coefficient (r)	SCTL #	2- Tailed significance (P+)
SCTM*	0.4697	P= .01

P+ = (Probabilities)

SCTM = Total score in Mathematiacs

SCTL = Total score in Language.

Table 9.17 R shows that the Correlation Coefficient (r) between learner's total score in Mathematics and Language is 0.0462. Thus it can be concluded that there exist high degree of positive correlation between the total marks secured by the learners in Mathematics and Language. The two-tailed significance (P+) is 0.01(< 1%) significance level.

Correlation between total marks of the Learners in Mathematics and total marks in EVS.

Table 9.18 Correlation between SCTM and SCTE

Correlation Coefficient (r)	SCTM	2-tailed significance P+
SCTE	0.0462	P = 0.01

Table 9.18 R shows that the Correlation Coefficient (r) between the total achievement of the learners in Mathematics and EVS (Environmental Studies) is 0.3264. Two tailed significance (P+) is 0.001. Thus, it is very clear from the above analysis that there exist high degree of positive correlation between the total marks secured of learners in Mathematics and Environmental Studies.

Correlation between Total Marks of the Learners in Language (SCTL) and Total Marks Secured in EVS (SCTE)

Table 9. 19 R Correlations between SCTL and SCTE

Correlation Coefficient (r)	SCTE	2-Tailed Significance (P+)
SCTL	0.897	P = 0

Table 9.19 R shows that the Correlation Coefficient between total marks secured by the learners in Language and total marks secured in Environmental Studies is 0.897. This is true at 1% level of significance.

Thus it can be concluded that there exist degree of positive correlation between the total marks secured by the learners in Language and Environmental Studies. The probability P+= 0

Analysis of correlation between the learners achievement in Mathematics, Language and EVS.(NGO Sector)

Correlation between the total marks of learner in Mathematics with their total marks in Language.

Table 9.20 R correlation between SCTM and SCTL

Correlation coefficient	SCTM	2-tailed significance (P+)
SCTL	0.3914	0.001

NB: P+ = Probability

* SCTM= Total marks of learners in Mathematics.

* SCTL= Total marks of learners in Language.

The Table 9 20 R shows that correlation coefficient between the learners, total score in Mathematics and Language is + 0.3914. Thus it can been concluded that there exists high degree of positive secured by the learners in Mathematics and Language. The two-tailed significance (P+) is 0.001.

Correlation between the total worked in learners in Mathematics and Environmental Studies (NGO Sector)

Table. 9.21 R correlation between SCTM and SCTE

Correlation coefficient	SCTE	2-tailed significance
SCTM	0.3704	0 01

NB : SCTE Total Scores in Environmental Studies.

The Table. 9.21 R shows that the correlation coefficient between learners total marks in Mathematics and Environmental Studies is 0.3704 . Thus it can be concluded that there exists high degree positive correlation between marks secured by the learners in Mathematics and Environmental Studies.

The two-tailed significance (P+) is 0.001. Correlation between the total marks of learners in Language and Environmental Studies (NGO Sector)

Table. 9.22 R correlation between SCTL and SCTE

Correlation coefficient (r)	SCTL	2-tailed significance (P+)
SCTE	0.2868	0.01

The table 9.22 R shows that the correlation coefficient between the learners total marks in Language and Environmental Studies is 0.2868. Thus it can be concluded that there exists Low degree of positive correlation between the total works secured by the learners in Language and Environmental Studies. The two-tailed significance between SCTL and SCTE is 0.01.

Objective wise area of weakness of the learners (NGO Sector)

Area of weakness of the learners in different subjects:

In order to determine the area of weakness of learners only those children were considered who secured less than 50 % marks in Mathematics, Language and Environmental Studies.

Table 9.23 R Number of children securing less than 50 % marks in different subjects.

SUBJECTS					
Mathematics		**Language**		**Environmental Studies**	
Number	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**
56	46%	33	27%	49	40%
N = 123		N = 123		N = 123	

Table 9.23 R showed that 46% learners secured less than 50 % marks in Mathematics, 27% learners secured less than 50 % marks in Language and 40 % learners secured less than 50 % marks in Environmental Studies.

After going through the questionnaire search questions is all three subjects were identified in which they had scored less than 50% marks. These questions in different subjects, referred to certain competencies which were subsequently listed.

The table 9.24 R below gives competency-wise area of weakness in different subjects, probe into the score of learners in achievement test reveals that the learners were very weak in certain area, which require special attention.

Table 9.24 R Competencies Area of measures of the learners

S	U	B	J	E	C	T	S
MATHEMATICS			LANGUAGE (N=123			EVS (N=123)	
Recall Recognize Identify Discriminate Classify Reasons Draw	242(N=369) 72 (N=246) 43 (N=123) 50(N=123) 41(N=123) 71(N=123) 98(N=123)	65% 29% 35% 41% 33% 58% 80%	Recall Recognize Identify Discriminate Suggest Analyse interprte	22(N=123) 123(N=246) 20(N=123) 35(N=123) 82(N=123) 56(N=123) 90(N=123)	18 % 50% 16% 28% 67% 46% 73%	Recall recognize Identify Discriminate Observe Analyse Infer	71(N=123) 39(N=123) 52(N=123) 79(N=123) 68(N=123) 48(N=123)4 1(N=123)

The Table 9.24 R presented shows that the area of differences of the learners in Mathematics, Language and Environmental Studies.

Area of difficulties in Mathematics

Major areas of difficulties were more in Mathematics.

(i) 65 % learners could not successfully attempt the questions based on Recall such as addition of deceived number (Q-2, Q-6). Other recall based questions which the learners could not successfully attempt mere such as follow

--- Question based on measurement and logical addition 65% learners came under this category(Q-10)

--- Solving question based on division 65 % learners could not solve these question(Q-13)

(ii) 80 % learners could not attempt successfully the question based on draw i.e. Drawing Geometrical Figure (Q-16,Q-17)

(iii) 58 % learners were found weak in solving question based on reasons (Q-14)

(iv) 41 % learners could not successfully attempt questions based on discrimination the question based on discriminations were such as follow:

- Arrange the number from ascending to descending order and vice-versa (Q-3, Q-5)

- Comparing the members by putting "y", "l", and "=" sign (Q-9)
- subtraction of members(Q-14)

(v) 33 % learner could not attempt questions based on classification such as simple daily-life related mathematical calculation(Q-15)

Area of weakness in Language

(i) in language learners were weak in interpretation. 73 % learners could not successfully attempt questions on comprehension(Q-16)
(ii) 67 % could not attempt successfully question based on suggest(Q-12)
(iii) 50 % learners could not attempt question based on recognition such as:
-- writing sentences in correct form
-- filling up the balance
--- choosing the correct meaning of the sentences
--- use of punctuation
(iv) learners were found weal in comprehension. 46 % learners could not attempt questions on analysis (Q-6,Q-12,Q-18)

Area of weakness in Environmental Studies.

From table 9.19 R it is evident that the performance of the learner in Environmental Studies was much better as compared to their performance in Mathematics. Even then they had some difficulties in answering the questions based on recall, discrimination, observe.

(i) 64 % learners could not attempt successfully questions based on discrimination.
(ii) 58 % could not attempt successfully the questions based on recall. The question based on recall were such as follow:
-- questions on geography (Q-2, Q-21)
-- questions on civics (Q-10, Q-19)
-- questions on history (Q-11, Q-15)
-- questions on philosophy (Q-7)
(iii) 55 % learners could not attempt successfully the questions based on observe (Q-14)
(iv) 43 % learners could not attempt successfully the questions based on identification. The question on identification
--- questions on hygene(Q-6)

Thus the above analyses clearly indicated that learners should be given special attention in the above mentioned area in which they are very weak.

Objective Area such as Knowledge , Understanding

Probe into the scores of the learners in achievement test reveals that the learners were very weak in certain area which require special attention.

The Table 9.20 R shows the percentage of the learners those have secured less than 50 % marks in various objective area. Such as Knowledge(K) Understanding (U), Application(A) and skill (S) in language, Mathematics and Environmental Studies.

Table 9.25 R Objective –wise Area of Weakness of the Learners

SUBJECTS								
MATHEMATICS			LANGUAGE			EVS		
Area	Number	P C	Area	Number	P.C	Area	Number	P.C.
Knowledge (K)	172 (N= 369)	47%	Knowledge (K)	189 (N=492)	38%	Knowledge(K)	129 (N=246)	52%
Understanding (U)	254 (N=492)	52%	Understanding (U)	239 (N=492)	49%	Understanding (U)	247 (N=492)	36%
Application (A)	71 (N=123)	58%	Application (A)	122 (N=123)	99%	Application (A)	41 (N=123)	38%
Skill (S)	161 (N=246)	65%	*	*	*	*	*	*

Table 9.25 R shows the objective-wise area of weakness of the learners in Mathematics, Language and Environmental Studies.

(a) **Mathematics**

(i) 65 % learners could not attempt the questions based to test the Skills(S) ability tot he learners

(ii) 58 % learners could not attempt successfully the questions based to test the Application(A) ability to the learners.

(iii) 52 % learners could not attempt successfully the questions based to test the Understanding (U) ability of the learners.

(iv) 47 % learners were found weak in Knowledge ability of the learners

(b) **Language**

(i) 99% learners could not attempt successfully the question based to test the Application(A) ability of the learners.

(ii) 44 % learners could not attempt successfully the question based to test the Understanding (U) ability of the learners.

(c) **Environmental Studies(EVS)**

(i) 56 % learners could not attempt successfully the question based to test the Understanding (U) ability of the learners.

(ii) 52% learners could not attempt successfully the question based to test the Knowledge(K) ability of the learners.

(iii) 33 % learners could not attempt successfully the question based to test the Application (A) ability of the learners

Behavioral Objective of the Learners in GO of Rajasthan

Area of weakness of learners in different subjects:

In order to determine the area of weakness of learners only those children were considered who received less than 50 % marks in Mathematics, Language and Environmental Studies.

Table 9.26 R Number of children securing less than 50 % marks in different subjects.

SUBJECTS					
Mathematics		Language		Environmental Studies.	
Number	Percentage	Number	Percentage	Number	Percentage
62	73 %	15	18%	18	21%
N= 84		N= 84		N= 84	

After going through the questionnaire such questions in al the three subjects were identified in which they had secured less than 50 % marks. These questions in different subjects refered to certain competencies, which were subsequently listed.

The table below gives competency-wise area of weakness in different subjects. Probe into the scores of learners in achievement reveals that learners were very weak in certain area which require special attention.

Table 9.27 R Competency-wise Area of Weakness

Subjects								
Mathematics (N=84)			Language (N-84			Evs. (N=84)		
Area	Number	P.C	Area	Number	P.C	Area	Number	P.C
Recall	92(N=252)	36%	Recall	83	99%	Recall	48	57%
Recognize	104(N=168)	61%	Recognize	108(N=168)	64%	Recognize	54	64%
Identify	23	27%	Identify	83	99%	Identify	62	74%
Discriminate	6	77%	Discriminate	35	42%	Discriminate	80	95%
Classify	74	88%	Classify	123	73%	Classify	49	58%
Reasons	15	17.8%	Reasons	53	63%	Reasons	81	96%
Draw	26	30 9%	Draw	35	42%	Draw	84	100%

The table 9.26 R shows the areas of difficulties of the learners in Mathematics, language and Environmental Studies

(a) Area of difficulties in Mathematics.

Major Areas of difficulties were more in Mathematics

(i) Most of the learners could not successfully attempt the questions based on Recall, such as addition, addition of decimal number. 65 % learners came under this Category (Q-2, Q-6)

(ii) Other Recall based question which the learners could not attempt more were such as, follow question based on measurement and logical addition and kilogram came under this category (Q-10)

(iii) Solving the questions on division 4 % learners could not attempt questions based on division (Q-13)

(iv) A good number of learner could not attempt question based on identification such as, calculation H.C.F. (Highest Common Factor), 73 % learners could not attempt the questions on this (Q-12)

(v) 93 % learners could not successfully attempt the question based on discrimination. The question based on discrimination were such as, follow, Arranging the numbers from ascending to descending order and vice-versa(Q-3 and Q-5). Comparing the numbers by putting ">","<" and "=" sign (Q-9)

(vi) 82 % learners could not attempt the questions based on Reasons. The questions based reasons was such as follow:

Calculation of simple interest rate (Q-19)

(b) Area of weakness in language:

(i) 58 % learners could not successfully attempt the question based on discrimination such as learners were not comfortable in attempting questions on matching Q-13).

(ii) Learners were found weak in questions based on suggestion. 58 % learners could not successfully attempt those questions(Q-12)

(iii) 36% learners were also found weak in questions based on recognition (Q2, 3.8,14,20,22). The questions based on recognition were such as follow:

-- writing sentence in correct form (Q3).

-- filling up the blanks (Q4)

-- choosing the correct meaning of this sentence (20)

-- use of punctuation (.22)

(c) Area of weakness in Environmental Studies.

(i) From table 9.16 R it is evident that the performance of the learners in Environmental Studies was much better at compounded to their performance in mathematics. Even then they had some difficulties in answering the questions based on recall, and Analyse

(ii) 43 % learners could not successfully answer the question the question on geography (Q-2, Q-21), Civics (Q-10), History (Q-1,Q-15), Physiology(Q-7). It indicated that children did not get proper training in the above mentioned areas

42 % learners could not attempt question on analysis (Q-13).

Objective- wise area of weakness of the learners

Probe into the scores of the learners in achievement test reveals that the learners were very weak in certain area which require special attention.

Table 7.27 R shows the percentage of the learners those have secured less than 50 % in various objective area.

Table 7.27 R Objective-wise area of weakness of the learners.

SUBJECTS								
Mathematics			Language			EVS		
Area	Number	P.C	Area	Number	P.C	Area	Number	P.C
Knowledge (K)	110 (N=252)	56%	Knowledge (K)	87 (N=336)	25%	Knowledge (K)	68 (N=168)	40%
Understanding (U)	152 (N=336)	45%	Understanding (U)	99 (N=336)	30%	Understanding (U)	64 (N=336)	19%
Application (A)	69 (N=84)	82%	Application (A)	14 (N=84)	17%	Application (A)	(N=84)	0 %
Skill(S)	79 (N=84)	94%	---	---	---	Skill(S)		

Table 7.27 R shows that the objective –wise area of weakness of the learners in Mathematics, Language and Environmental Studies.

(a) **Mathematics**

(i) 56 % learners could not successfully attempt questions based to test the Knowledge (K) ability of the learners.

(ii) 82 % learners could not successfully attempt questions based to test the Application(A) ability of the learners.

(iii) 94 % learners could not successfully attempt questions based to test the Skill (S) of the learners.

(iv) 45 % learners were found weak in Understanding(U).

(b) **Language**

(i) 25 % learners could not successfully attempt questions on Knowledge (K)

(ii) 30 learners could not successfully attempt questions based on Understanding (U)

(iii) 17 % learners were found weak in Application(A)

(c) EVS

(i) 40 % learners could not attempt questions based on Knowledge (K)

(ii) 19 % learners could not attempt question based on Understanding (U)

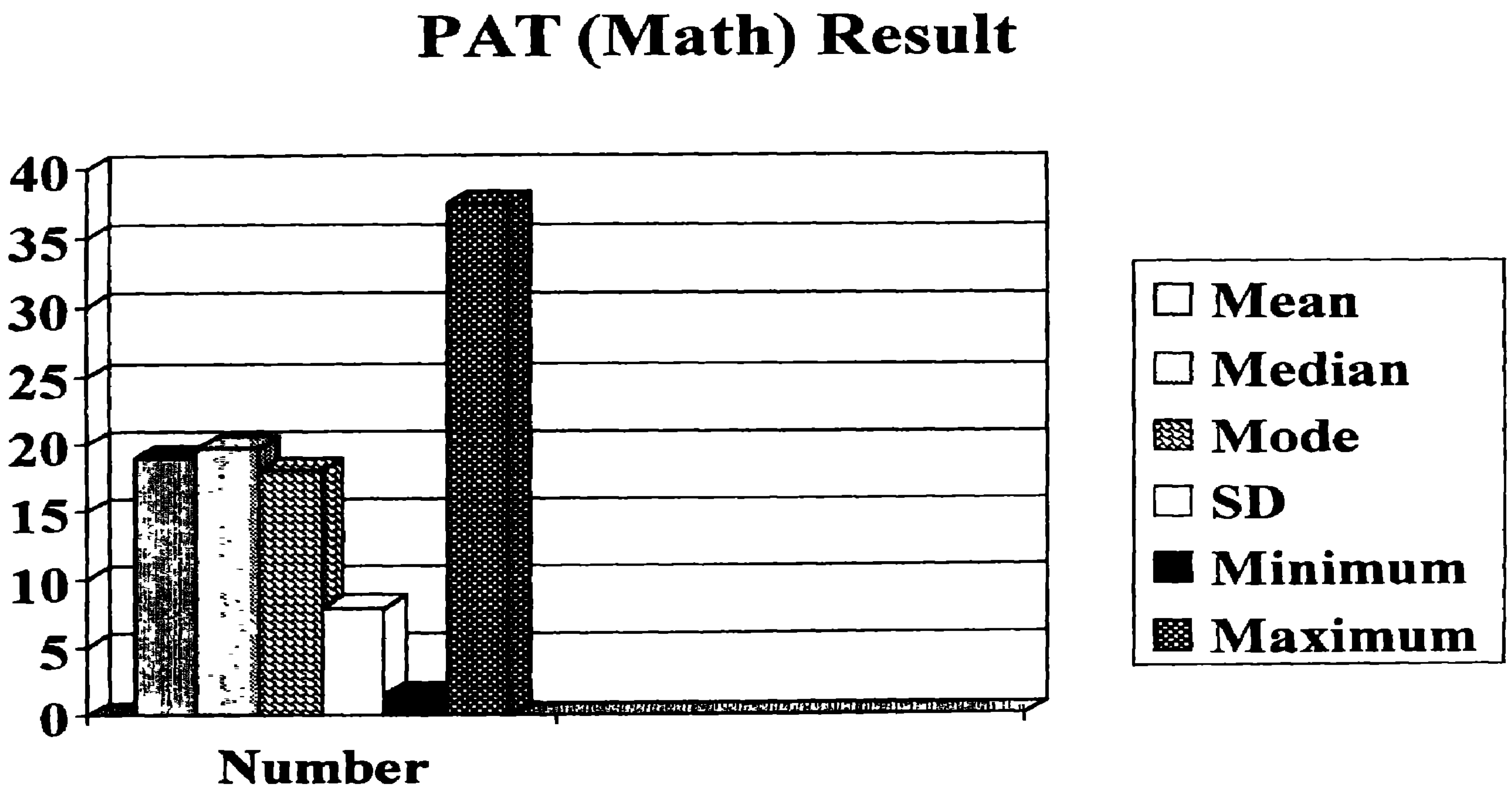

PAT (Math) Result
40
35
30
25
20
15
10
5
0
Number
☐ Mean
☐ Median
▨ Mode
☐ SD
■ Minimum
▩ Maximum

Figure – 9.2 (R)

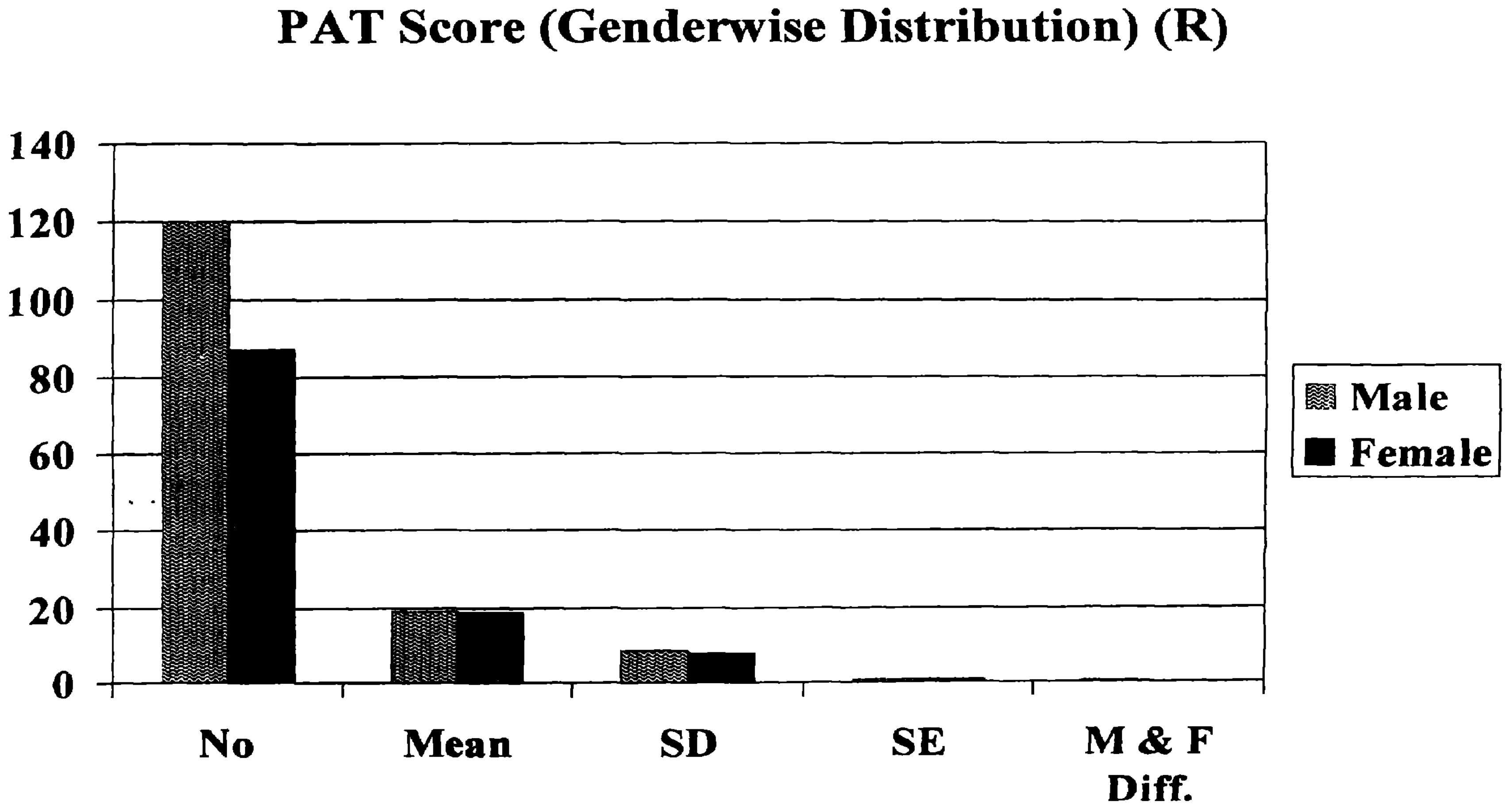

PAT Score (Genderwise Distribution) (R)
140
120
100
80
60
40
20
0
No
Mean
SD
SE
M & F Diff.
▨ Male
■ Female

Figure – 9.3 (R)

The Achievement Levels of Learners in Mathematics

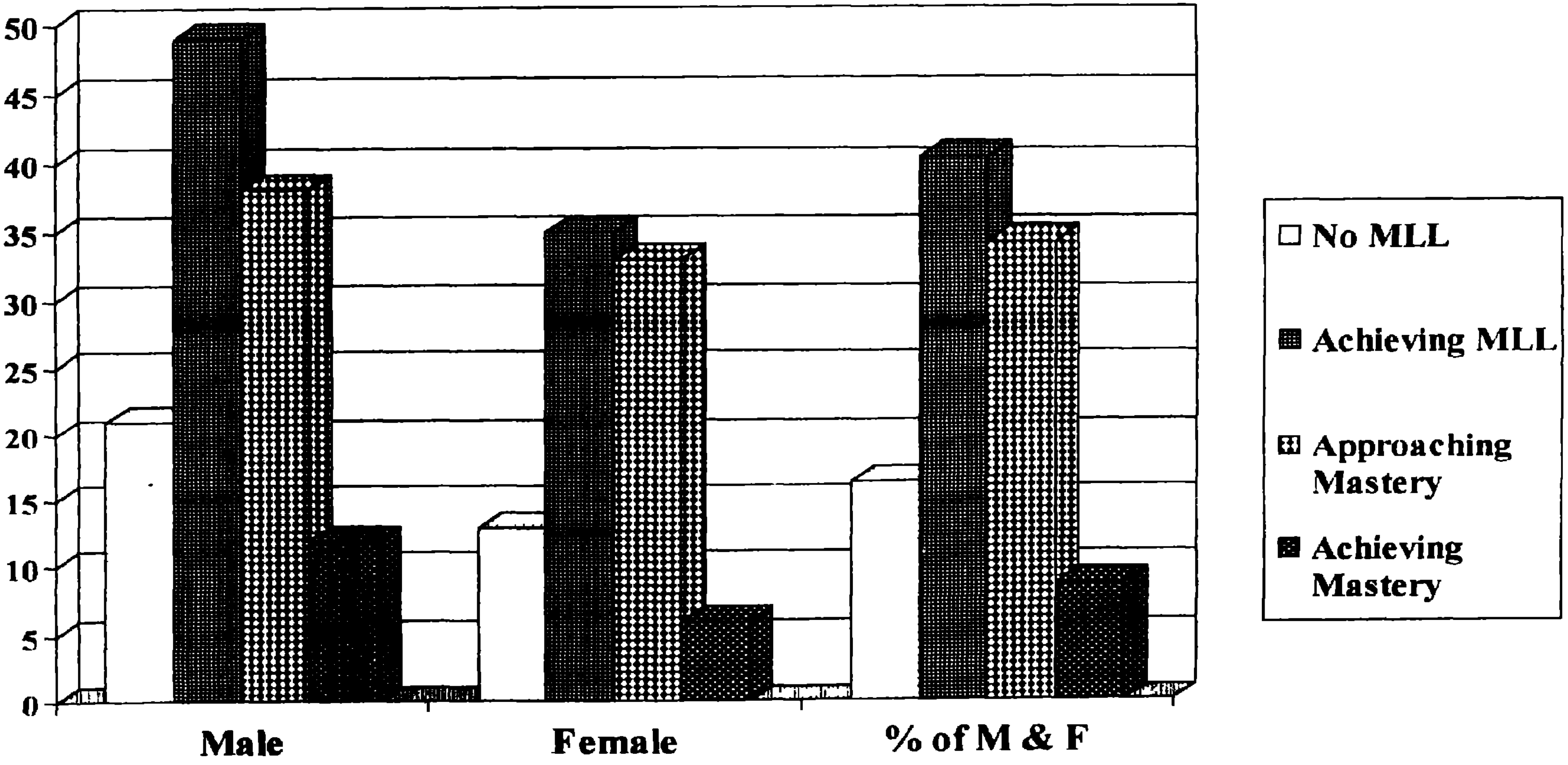


Figure - 9.4 (R)

Achievement Score of Learners in Language (R)

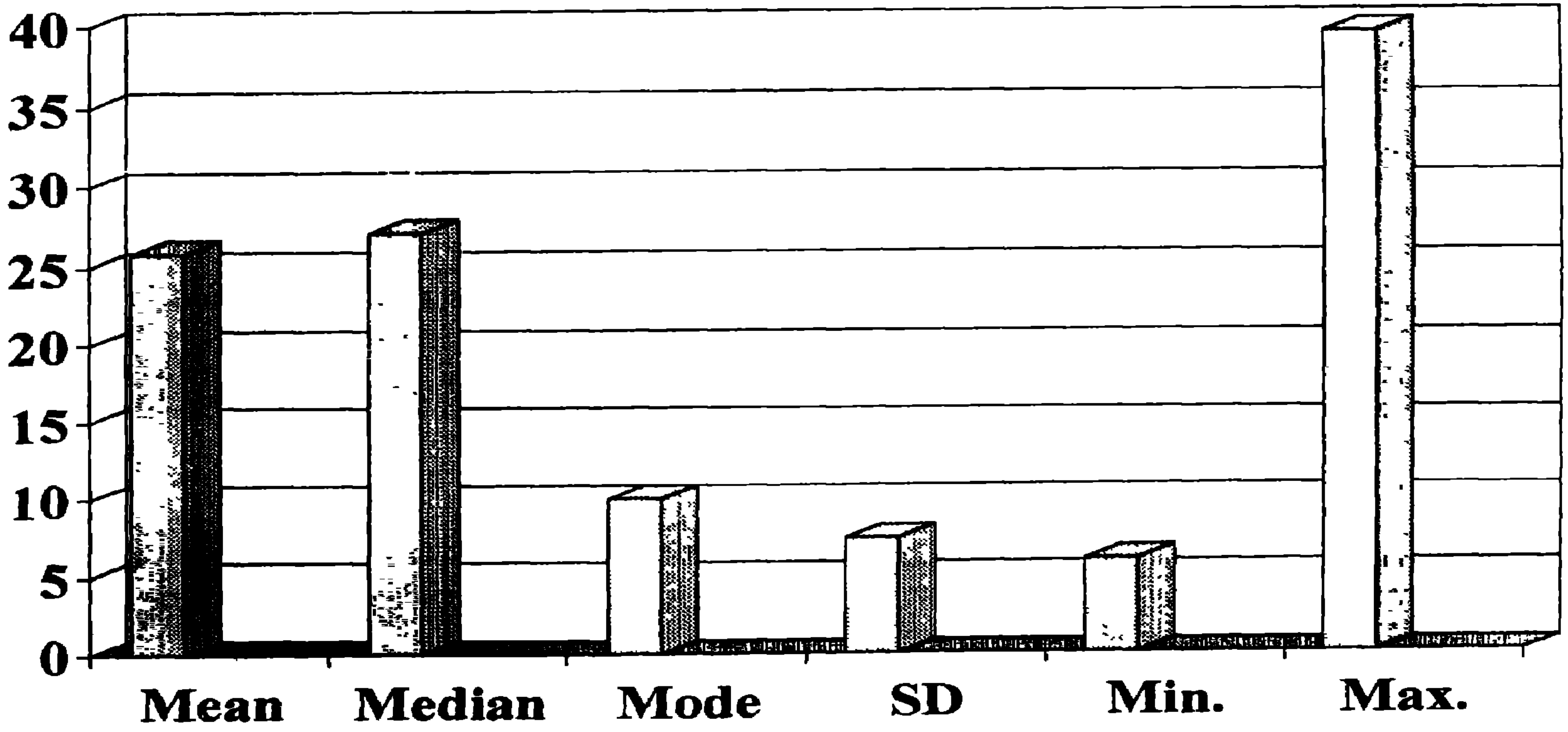


Figure – 9.7 (R)

Comparative Performance of the Learners (Genderwise)

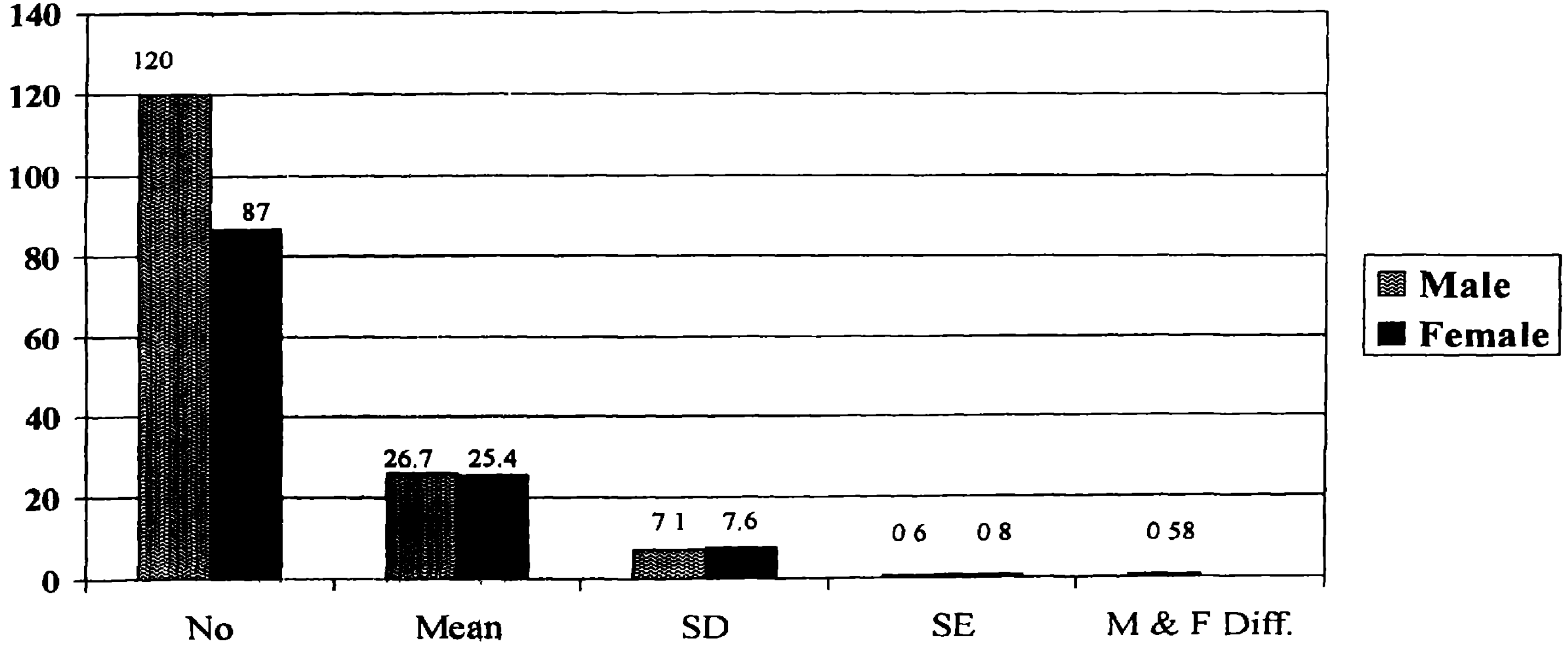


Figure – 9.8 (R)

The Achievement Levels of Learners in Language (R)

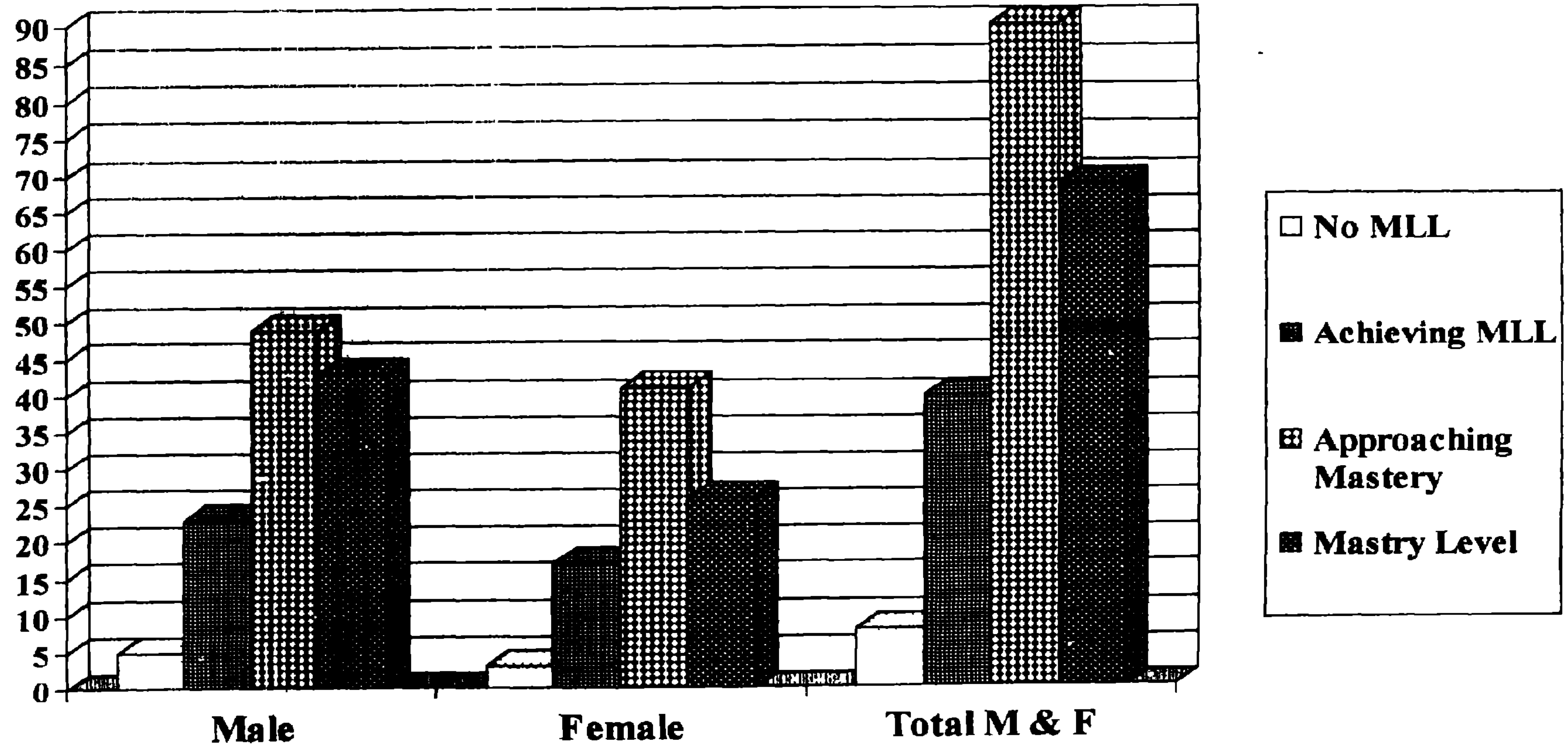


Figure - 9.9 (R)

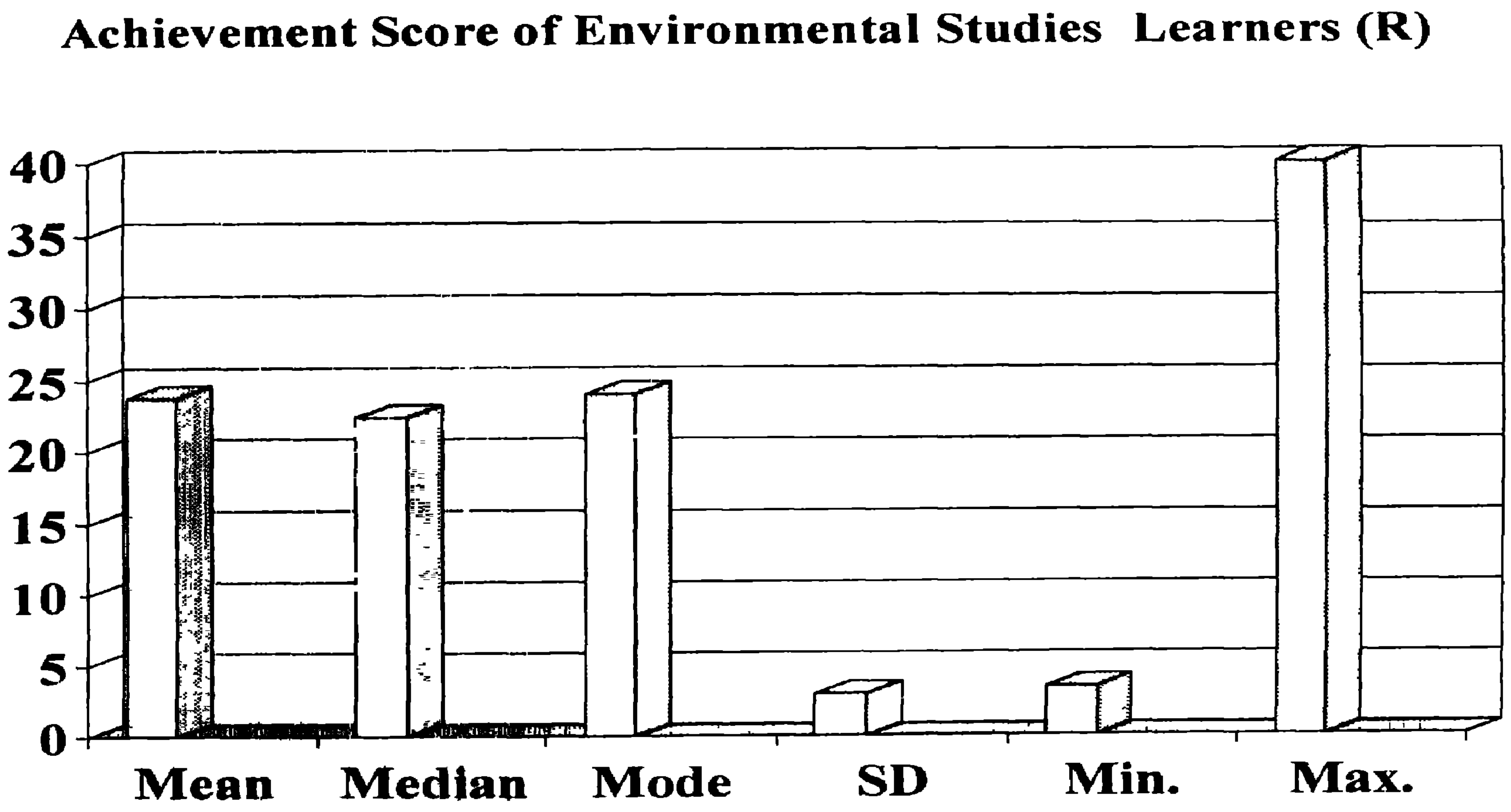
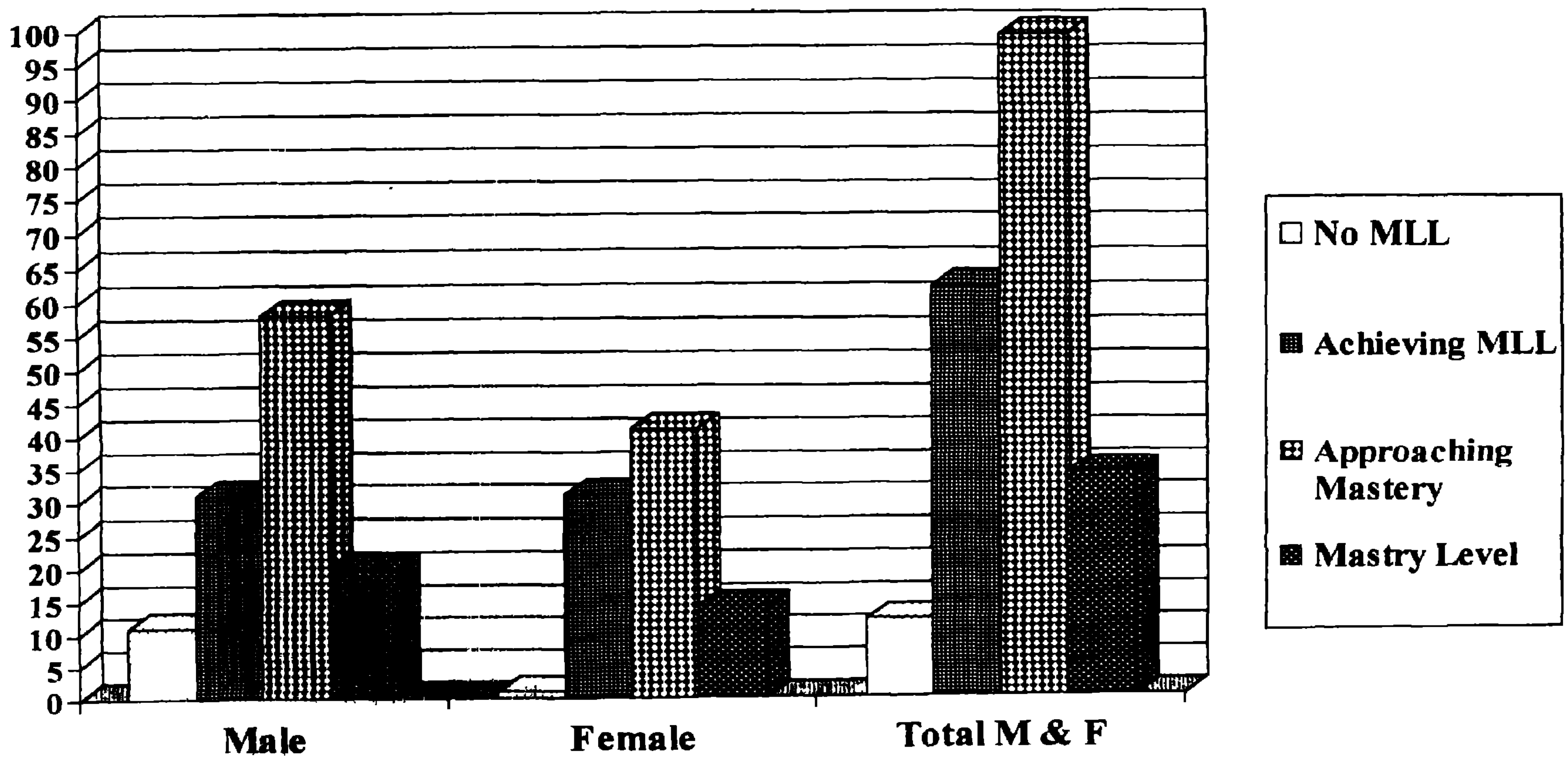

Achievement Score of Environmental Studies Learners (R)
40
35
30
25
20
15
10
5
0
Mean
Median
Mode
SD
Min.
Max.

Figure – 9.12 (R)



Achievement Levels of Learners (R)

Figure - 9.15 (R)

STUDY OF THE EFFECTIVENESS OF NON-FORMAL EDUCATION PROGRAMME (NFE) IN BIHAR, HARYARNA, RAJASTHAN & UTTAR PRADESH

DEPARTMENT OF NON-FORMAL EDUCATION & ALTERNATIVE SCHOOLING, NATIONAL COUNCIL OF EDUCATIONAL RESEARCH & TRAINING, NEW DELHI.

Dear Respondent

1. Please feel free to answer all the questions.

2 Your responses will be treated as highly confidential

3 Please attach additional sheets for additional suggestions

4 Please turn in the completed questionnaire at your earliest

5 Your willing co-operation and honest remarks will help us develop sound strategies for NFE which in turn benefit millions deprived of education today

Project Incharge

APPENDIX - I

QUESSIONNAIRE FOR OBTAINIG QUALITATIVE DATA FROM SCERT/SCERT IN THE FIELD OF NFE

(To be filled by the head of the NFE unit in SCERT)

(A) IDENTIFICATION INFORMATION

1 Name of the state

2 Name and address of present Director

Office	Residence
__________	__________
__________	__________
__________	__________

3 Holding this post form

4 Give the list of Directors of SRC/SCERT during last five years

Year	Name of the director

5 Name and address of the Prof Incharge of NFE in SCERT/SRC

6 List of the Officers Incharge of NFE during the last five years

Year	Name of the Officer Incharge

7 Please mention number of posts sanctioned for NFE and filled

No of posts	Post filled	No of posts vacant how long

8 A) Please indicate the present position of NFE unit

S NO	Name	Qualification	Post held	Date of joining in NFE Unit

B) Please mention professional qualifications and experience of NFE faculty mentioned above

S NO	Name	Professional qualifications			
		Pre-service training	In-service training	Orientation programme	Experience

C) What are the specific duties in the context of NFE for each post mentioned in question number 8B

S NO	Post	Duties\Responsibilities in the context of NFE	Any other duties

9 A) What kind of inputs received from central orgnisations like NCERT? Give information in the following

Training in teaching material learning clientele	Duration	Method of training	No of these training received (1995-98)
State level key persons			
State officers			
District level officers			
Project officers/Block level officers			
Supervisors			
Instructors			

B)

Training in material production	Text book	Supplementary Reader	Pupil Evaluation

a) State Resource persons

b) Writers

B) TEACHING-LEARNING MATERIALS

1 Have you developed any teaching-learning materials? (Please tick)

Yes/No

2 If 'yes' mention the list of such materials developed for NFE during the last five years

S No	Titles	FB/FC sub	Semester	NFE	Year of publication

3 What criteria do they use for developing the curriculum and instructional material for NFE children? Please tick

a) MLL (Minimum level of learning)
b) Content
c) Flexibility

4 What method/process was adopted for material development? Please tick

Participatory/Individual

N B Participatory i e workshop etc.
Individual – Text book writer etc.

1 If it is participatory method who are the persons involved? Give details

Category of participants	Qualification & Experience

2 What are the various steps involved in the development of the materials? Briefly mention -
Pre planning
Development of material
After development
(Any revision)

7 A) If your answer to question number B 1 is 'No" name who are the other agencies responsible for development of teaching-learning materials Please tick wherever applicable

i) NFE State Resource Centre
ii) State Text Book Corporation
iii) NGO (Please specify names)
iv) Any other (Please specify)
(Please tick one or more agencies)

7.B) Please give full address of the agencies tick marked above Please give PIN CODE)

8 . Are the materials based on M.L L ? Please tick

Yes/No

9 Are the NFE instructional materials equivalent with the formal system?

Yes/No

10 How are these materials made available to the NFE centres?

11 What mechanisms are adopted in ensuring parity and equivalence between the formal primary school material and NFE's instructional material?

C) TRAINING

1 Whether any training package is developed for orienting different levels of NFE functionaries? Please tick
Yes/No

2 If yes, please give details of last five years

3 How do the state-level agencies give training to the NFE functionaries working in Govt and NGO sectors?

4 Please state the major areas of the training package (Please tick wherever applicable)

Context
1 Philosophy of NFE
2 Pupil evaluation (competency based)
3 Material development (MLL based)

4 Group Teaching

5 Teaching of integrated teaching learning material

6 Methodology of teaching (child centered etc)

7 Any other, please specify

5 Whether any training programme for NFE functionaries has been organised Please state in detail in the following table

Level of functionaries	Area covered	Duration of training	Periodicity (1995-98)

6 What is the process involved in the training programme?

7 What are the criteria of selecting the content for training programme?

8 What difficulties did SCERT face in conducting the training programme?

9 How did SCERT overcome these difficulties?

10 How do you select the NFE functionaries for training?

11 Who gives training to the NFE functionaries?

12 If you want to give any other information about training programme, please specify

D) **RESEARCH**

1. Please give details of the research studies conducted by the SCERT in the areas of NFE during last five years ·

S NO	Area	Titles	Year of completion of the study
1	Evaluative study		
2	Action Research		
3.	Any other (District profiles of NFE, Status study etc)		

2 Did you use these research findings for correction of NFE programmes? If 'yes' then how if 'no' then why?

3. Did these research findings make NFE programme more effective?

Yes/No

E) **EXTENSION**

1 a) Have you conducted any conference/seminar during the last five year (please tick) Yes/No

b) If "yes" please give details about the following·

- Broad issues discussed
- Major recommendations
  (Attach copy of the report)
- State the follow up action of recommendations

F) **EVALUATION AND MONITORING**

1. Briefly mention the mechanism for evaluation and monitoring of NFE activities at various level.
2 What are the criteria of evaluation?

3. What problems do you face in programme evaluation? How do you overcome these problems?
4. What are the problems the NFE functionaries facing?
5. What suggestions they have regarding those problems?

G) **NET WORKING**

1 Which are the institutions/individual with whom net working is done?
2. How NFE faculty in SCERT is associated with these institutions?
a) Directorate of NFE/Mass education

b) Panchayati Raj Institution
c) Non Govt organisations (in respect of academic guidance, material training etc)
d) District Resource Unit (DRU), Govt level (DIET) and NGO level
e) UNICEF
f) Teacher training Institutions
g) Any other (Please mention all briefly in the space provided)

H) **FUTURE PLAN**

1 What are the major problems faced by the faculty member in implementing the NFE programme in the following aspects
i) Programme for material development
ii) Training
iii) Pupil evaluation
2 What are the areas to be focused in future planning?
a) Organizational structure
b) Training
c) Research
d) Teaching-learning materials

I) **PUPIL EVALUATION**

1 What methods do you use for evaluation?
2 After what time interval do you do evaluation?
3 What problems do you face during evaluation?
4 What criterion do you use for evaluation?

APPENDIX – II

QUESTIONNAIRE FOR QUALITATIVE DATA FROM DISTRICT LEVEL OFFICER (ADNFEs)

1 Name

2 Age

3 State

4 Place of work
(With address)

5 Academic qualifications

6 Professional experience

7 Number of years connected
with NFE as a District Level Officer

POLICY ABOUT NFE SCHEME

1 What are sources that provided guidelines for implementation of the NFE scheme of the State (please tick most appropriate)

(a) Policy guide lines from Central HRD Ministry
(b) Policy guide lines from State Education Department
(c) From both sources
2. What is the main aim and objective of NFE Scheme? (please tick).
(a) Universalization of Elementary Education.
(b) Attainment of minimum level of learning (MLL)
(c) Filling the rooms left in our education system
(d) All of the above

3 How do you visualize present NFE scheme ? (Please tick) Give reasons for your answer
(a) Effective
(b) Less effective
(c) Failure

MEASURES FOR IMPLEMENTATION OF THE SHCHEME

4 Please mention the processes involved in the implementation of the NFE scheme in the state.

5 Among the following what materials/facilities are being provided by Directorate of Education/SCERT/SRCs ? Please tick

Facilities	
a) Working guidelines for NFE centres	
b) Financial assistance	
c) Instructional and teaching material	
d) All of the above	

6 Are these infrastructure facilities available to all the centres? (Please tick)
Yes/No

7. If no, then what are the causes of non availability of these facilities (Please tick)
(a) Lack of finance at proper time
(b) Non cooperative and indifferent attitude of State level Directorate/SCERT/SRCs
(c) Lack of communication among agencies involved
(d) Above all
(e) None
(f) Any other, please specify

FINANCIAL AND OTHER SUPPORT

8 What are the sources of finance for the implementation and execution of NFE scheme (Please tick)

(a) Grant from MHRD
(b) Grant from state department
(c) Other voluntary agency
9 What are the criteria for the allocation of funds to various NFE centres (Please tick).
(a) Educational backwardness of the area
(b) Enrolment of children in formal school
(c) High drop out
(d) Any other, please specify

TRAINING

10 Is there any training package developed for orienting different levels of NFE functionaries including DRU faculty ?

Yes/No

11 How many of DRUs of your district have received training/orientation from SRC/SCERT?

In Government sector	In NGO sector

12 What are the subjects included in the NFE curriculum? Please tick.

(i) Language
(ii) Mathematics
(iii) Natural Science
(iv) Social Science
(v) SUPW
(vi) All of the above

13 Are you satisfied with the content of curriculum/ instruction material ?

Yes/No

14. If no, then why?

15 Please give suggestions for the improvement of the curriculum and instructional material

NFE CURRICULUM AND INSTRUCTIONAL MATERIAL

16 Is there any separate curriculum for NFE prepared in State?
Yes/No

17. If no, then please indicate the form of Non-formal curriculum adopted in the state and indicate the duration in terms of hours. (Please tick)

Form of NFE education	Yes	No	Duration
a) Condense form			
b) Modified form			
c) As it is			

18 If yes, then please state the form of curriculum and its duration in terms of hours hours of instructions (Please tick)

(i) Condensed form Duration in hours of instruction

(ii) Integrated form - Duration in hours of instruction
(iii) *Any other - Duration in hours of instruction*

19 Indicate if the objectives given in the curriculum are related to the following areas separately (Please tick out appropriate)

Areas	Yes	NO
a) Academic objectives		
b) SUPW objectives		
c) Social (including National objectives)		
d) Health and Hygiene objectives		

20 What are teaching-learning material as specified in the NFE curriculum (Please tick)
(a) Text book
(b) Module
(c) Work book
(d) Supplementary book readers
(e) All mentioned above

21 Is there any scheme of pupil evaluation suggested in the guidelines ? What is the frequency of evaluation suggested in the guidelines ?
(a) Weekly
(b) Fortnightly
(c) Monthly
(d) Quarterly
(e) Yearly
(f) After the end of the session
(g) *Any other*

Monitoring and Evaluation

22. What strategy do you follow for the monitoring, supervision and evaluation of the NFE scheme at district level ? Please tick.
(a) Monthly Report
(b) Yearly Report
(c) Inspection
(d) Survey
(e) All of the above

23 Is the NFE scheme executed being able to fulfill the objectives laid by the SRC/SCERT?

Yes/No

24 If yes, then please tick

a) Universilization of elementary education (UEE)

i) Access

ii) Enrollment

iii) Achievement

b) Coverage of SC/ST and girls

c) Quality of education

i) Teaching-learning material

ii) Methodology

25 If yes, then to what extent the scheme fulfills the achievement of the above said objectives

(a) Very effectively

(b) Effectively

(c) Partially effectively

(d) Failure

26 Indicate the problems you face while performing your role in the effective implementation of NFE scheme in respect of following

a) Distribution of honorarium

b) Distribution of teaching-learning aids at the centre

c) Timely availability of teaching-learning material at the centre

d) Getting co-operation from local agencies

e) Selection of supervisors and instructors at the project level

f) Selection of area for establishing NFE centres

g) Linkage with Directorate on guidelines

h) Training of NFE functionaries

27 What suggestions do you give for overcoming these problems ?

APPENDIX - III

QUESTIONNAIRE FOR QUALITATIVE DATA FROM STATUS STUDY OF NGOsN THE FIELD OF NFE

1 Name of the Non-Government organizations (NGO)

2 Full address of the NGO (With pin code)

3 Registration No Of NGO (With date)

4 Name and address (Residential/Official) of the president/ secretary of NGO

5 In which year did the NGO start implementation of the NFE Scheme of Govt of India at primary stage?

6 Number of NFE centers being run/proposed by the NGO

7 Please state to the best of your knowledge, number of NGO already implementing NFE scheme in your district (Please specify the name & address also)

8 Have you ever received grants under grant-in-aid scheme of Ministry of Human Resource Development (MHRD) Govt of India for NFE? (Please tick mark in the appropriate blank)

Yes/No

If 'Yes" give the details of year & quantum of grant in the table given below -

S No.	Year of Grant	Amount Received	Amount Expended	Remarks
1	1988-89			
2.	1989-90			
3.	1990-91			
4	1991-92			
5.	1992-93			
6	1993-94			
7	1994-95			
8.	1995-96			
9	1996-97			

APPENDIX - IV

QUESTIONNARIRE FOR INSTRUTORS

IDENTIFYING INFORMATION

1 Name of the centre

2 Address of the centre

Village
Block
District
State

3 Name of the instructor

4 Post holding from

5 Qualification

6 Training

7 Duration of training

8 When did you get training

9 Which institution/organization gives you training? Please tick

(a) NCERT
(b) SCERT/SRC
(c) DIET
(d) NGO
(e) Any other, please specify

10 Please mention the duration of teaching experience of the instructor
In school______________________________
In NFE centre____________________________
Any other, please specify

11. Please mention the nature of work by giving numbers to tasks given below

(a) Teaching
(b) Interaction with DIET/SCERT/NGOs about the management of NFE centre
(c) Motivating the parents and child to join and to continue in NFE centre

(d) Any other, please specify

12 What are the timings of NFE centre ?

from morning/evening

______________________ till morning/evening

13 What is the honorarium of instructor?

14 What is the mode of selection for instructor?

15 How many instructors are working in your NFE centre?

16 Please tick the area where do you live?

Rural/Urban

INFRASTRUCTURAL FACILITIES

17 What sorts of facilities are provided to you in centre? Please tick
(a) Table
(b) Chair
(c) Chalk-Duster
(d) Black-Board
(e) Charts/Posters
(f) First-aid box
(g) Electricity
(h) Any other, please specify

18 What sorts of facilities are provided to children in NFE centre? Please tick
(a) Table-chair and bench
(b) Dari, tat-patti
(c) Water
(d) Mid-day Meal
(e) Light
(f) Writing material
(g) Instructional material
(h) First-Aid Box
(i) Scholarship
(j) Any other financial incentive, Please specify
(k) Opportunities for entertainment

19 Do you think children feel comfortable there?

Yes/No

20 If no, then give reasons

21 What other facilities should children be provided? Please mention

22 What is the source of financial aid for your NFE centre? Please tick
(a) Central government
(b) State government
(c) Any International organization
(d) Any other, please specify

23 How much financial aid is made available to your NFE centre?

24 Is it sufficient?
Yes/No

INSTRUCIONAL FACILITIES

25 What sort of instructional material do you use? Please tick
(a) Text book of NFF
(b) Text book of formal school
(c) Any other, please specify
26 Do you take help of any supplementary books in your NFE centre?
If yes, then Please specify

Subject	Books

27 Are these supplementary books are available to children to carry home?
Yes/No
28 Which institution/organization provides you instructional materials?
(a) Directorate
(b) NCERT
(c) SCERT
(d) DIET
(e) NGOs
(f) Any other, please specify
29 Do you think that instructional material available to you is effective in teaching-learning process?
Yes/No
30 Do you give any suggestions to Project Officer or other agencies providing instructional material regarding its effectiveness?
Yes/No
31 If yes, then do you find any positive reaction to your suggestions?
Yes/No
32 Besides following NFE curriculum, do you give some special instructions to children according to their special needs?
Yes/NO
32. If yes, then please tick mark their special needs
(a) Partially mentally retarded
(b) Children with learning difficulties
(c) Physical handicap
(d) Partially blind
(e) Hard of hearing
(f) Any other, please specify
33 Do you face any problem while performing your duties? Please tick

(a) Lack of interest and motivation in children
(b) Lack of cooperation from parents
(c) Lack of cooperation from community
(d) Lack of instructional material
(e) Lack of sufficient aid
(f) Any other, please specify

34 Which teaching method do you use? Please tick

Name of the subject	Activity based	Drama	Puppet	Learning through work	Lecture method	Activity outside the centre

35 Do you distribute the time for different subjects? If yes, then on what basis? Please tick
(a) Difficulty level of lesson
(b) Achievement level of children
(c) Any other, please specify

36 How frequently in a year do you evaluate the children and what is your evaluation system? Please tick

Subject	Frequency							Evaluation system		
	During study	Weekly	Fortnight	Monthly	Quarterly	Half-yearly	Yearly	Oral	Written	Activity based
Maths										
Language										
EVS										
Any other										

37 What is your purpose for evaluation? Please tick

(a) To identify the strengths and weaknesses of child in learning area
(b) To improve the child's performance
(c) To provide certificate
(d) To improve the teaching methodology
(e) Any other, please specify

38. How many times your centre is supervised/visited? Please tick in the following table

Level of supervisor	Frequently	Weekly	Monthly	Quarterly	Half-yearly	Yearly

Block						
Cluster						
District						
State						
Any other						

39 What sort of help and guidance do they provide you? Please tick and mention the level of supervision?

Type of help and guidance of supervision	Level of supervision
a) Organization of teaching	
b) Improvement of teaching methods	
c) Evaluate the children's performance and record keeping	
d) Organize the extra-curricular activities	
e) Try to build community support	
f) Admissions	
g) Development of instructional material	
h) Provide instructional material	
i) Follow-up the school or centre leaving children	
j) Any other, please specify	

40. What is the reaction of parents towards your NFE centre? Please tick.

(a) Enthusiastic
(b) Satisfied
(c) Neutral/Not interested
(d) Not satisfied

41. What is the reaction of children? Please tick

(a) Highly motivated
(b) Satisfied
(c) Happy

(d) Not interested

42 If parents and children are not interested towards your NFE programme, do you try to motivate them? If yes, then how?

43 Are you satisfied with the achievement level of children?

Yes/No

44 What problems are you facing in proper implementation of NFE Programme? Please tick

A) Children related problem
(a) Lack of motivation
(b) Lack of time in case of working children
(c) Health problems
(d) Lack of Concentration
(e) Family problem
(f) Any other, please specify.

B) Parents of community related problems
(a) Lack of motivation
(b) Non-cooperation of parents
(c) Gender bias
(d) Low socio-economic status
(e) Family problems
(f) Any other, please specify

C) Administration related problems
(a) Insufficient and timely financial aid
(b) Lack of infrastructural facilities
(c) Non-cooperation of supervisors, project officers etc
(d) Lack of good training programmes
(e) Communication problem
(f) Lack of availability of teaching-learning material
(g) Any other, please specify

C) Any other, Please specify

45. What will you suggest to overcome these problems?
(a) To overcome children related problem
(b) To overcome parents and community related problem
(c) To overcome administration related problem
(d) To overcome any other problem you are facing

46 What is your opinion about the effectiveness of NFE programme? Please tick
(a) Very effective
(b) Average effective
(c) Effective
(d) Not effective

48 What are your suggestions to make this programme more effective?

APPENDIX - V

PROFORMA FOR RATIONAL ANALYSIS OF CURRICULUM

(To be filled in by SCERT/SRC/Subject matter specialist)

Part-A

General Information

1 Whether any separate curriculum for NFE has been prepared in the state?

Yes/No

2 If no, please indicate the adopted form of curriculum and its duration in terms of hours.

	Yes	No	Duration
Condensed Form			
Modified Form			
As it is			

3 If yes, indicate the form of curriculum and the duration of instruction

	Yes	No	Duration
Condensed Form			
Integrated Form			
Any Other			

Part-B

Objectives of the curriculum

4 Are there any objectives given in the curriculum?

Yes/No

If yes, under what specific headings, please specify.

5 What is the format of curriculum? Please tick

a) Integrated
b) Subject-wise
c) Partly Integrated

6 If integrated identify the integration of subjects in the table

Instructions:

Subject	Abbreviation	Category	Abbreviation
Language	L	Knowledge	K
Mathematics	M	Understanding	U
Natural Science	NS	Skill	S
Social Science	SS	Application	A

Integration of subjects	Language				Natural Science				Social Science				Mathematics			
	K	U	S	A	K	U	S	A	K	U	S	A	K	U	S	A
L+NS																
L+M																
NS+SS																
L+NS+SS																
M+NS+SS																
L+NS+SS+M																
Any Other																

7 If subject-wise then please, tick mark in the table

Subject	Knowledge	Understanding	Skill	Application
Mathematics				
Language				
LS+SS (EVS)				

8 Indicate to what extent the curriculum is related to real life experiences of learners Please specify with some examples

9 Are you satisfied with the objectives of curriculum?

Fully
Partially
Not at all

10 If partially or not at all satisfied then what suggestion do you have for the improvement of curriculum?

Part-C
Instructional-Material

11. Please give the information regarding the content of instructional material in the table

Subjects	No of books	Supplementary readers	No of work books	No of topics
Language				
Mathematics				
NS+SS (EVS)				

12 Please indicate the total time allotted time for the following activities

Activity	Hours Per Day	Days in a month
Instructional Activities		
Other Activities		

Part-D
Teaching-Method

13 Is there any mention of instructional method suggested in the curriculum?

Yes/No

If yes, please tick mark the following.

a) Lecture Method
b) Learning by activity
c) Use of puppets
d) Joyful learning
e) Any other, please specify

Part-E
Pupil-Evaluation

14 Please tick mark the techniques for pupil-evaluation suggested in the curriculum

a) Written-test
b) Oral-test
c) Performance-test
d) Any other

15 Does the curriculum suggest any continuous comprehensive evaluation?

Yes/no

16 If yes, what is the periodicity of evaluation scheme suggested in the curriculum? Please tick

a) Weekly
b) Fortnightly
c) Monthly
d) Quarterly
e) Yearly
f) Any other

Part-F
General-Impressions

17 Does the curriculum fulfil its objectives?

Fully
Partially
Not at all

18 If partially or not at all, please give suggestions for its improvement

APPENDIX - VI

PROFORMA FOR RATIONAL ANALYSIS OF INSTRUCTIONAL MATERIAL

(To be filled by the SCERT/SRC/Subject specialist)

1. **Please give below the title of the material and their level being used in the NFE programme in your state at primary level of Education**

Level of material	Type of Curriculum				
	Integrated/Condensed (Title of the material)	Subject wise (Title of the material)			
Semester		EVS	Language	Maths	Any other
I					
II					
III					
IV					

2 **Please read the following questions and tick mark YES if yes or NO**
If not applicable

(A) Are all the topics included in the curriculum adequately covered?
Yes/No

(B) Does major understanding under each topic get proper place ?
Yes/No

(C) If no, then mention major areas of understanding which are not properly covered?

(D) Intended terminology has been incorporated or not ?
Yes/No

(E) Is there appropriate variety of content ?
If Condensed/Integrated curriculum
Yes/No
If no, then what should be appropriate one?
If Subject-wise curriculum

EVS Yes/No
Maths Yes/No
Language Yes/No

If no, then what should be in your opinion appropriate ?

(F) Does the instructional material cover enough additional content for first learners?
Yes/no
If yes, then how?

3 Does the subject matter deal with higher level of mental processes suited to age group Please tick mark among the following:
-Cause Effect Relationship
-Simple Hypothesis Framing
-Generalization
-Principle Induction
- Problem-Solving
-Explanation
-Comparison
-Correlation
-Drawing Inference
-Extrapolation and Interpolation
-Detection of error
-Discrimination
-If any other please specify

4 Does instructional material carry accuracy and authenticity?
Yes/No
If no, then give reasons

5 Does difficulty level is appropriate to expected level of mental ability?
Yes/No
If no, then give reasons

6 Does content takes care of local educational requirements and circumstances?
Yes/No
If yes, then how ? If no, then give reasons

7. What about organization of content? Please tick
(a) Conventional
(b) Systematic
(c) Mixed

8 Is it appropriate to the age level for whom instructional material is meant ?
Yes/No
If no, then give reasons

9 To what extent treatment of content is made interesting and challenging through
- Variety
- Newness
- Purposefulness

Give your rating along the following scale

fully	Partially	Nil

10 Does the instructional material offer facilities to locate information through the use of

- Cross reference
- Index
- Detailed table of contents
- Any other

11 Tick mark the various devices used for teaching the content

- Known to unknown
- Near to far
- Part against whole
- Any other

12 In what ways instructional material provides scope for the development of verbal communication through ? Please tick

- Reading the text
- Recitation
- Dictation
- Any other

If no, Please give suggestions

13 a) Are language and style of presentation sufficient to express comprehensiveness of content ?
Yes/No

b) If yes, then to what aspects it pay attention. Please tick

i) Developing the vocabulary level of learner
ii) Developing the sentence making ability
iii) Developing fluency of expression
iv) Any other

If no, Please give reasons

14 a) Does instructional material include new terms?
Yes/No

b) If yes, then to what extent they are suitably graded explained and reiterated.
Fully Partially Nil

15 What type of illustrative aids are included in the instructional material? Please tick mark among the following

a) Picture
b) Table
c) Exercise
d) Charts
e) Graphs
f) Any other

16 Are the above illustrative aids closely knit with the text and suitably placed on the printed page?
Yes/No

If no, Please give reasons
17 Are the above mentioned aids maximally used for what ? please tick
a) Explication
b) Application
c) Motivation
18 What are the qualities that you think are possessed by these aids? Please tick
a) Attractive
b) Vivid
c) Complete
d) Correct
e) Relevant
f) All the above
g) Any other
19 Is the space occupied by these aids appropriate ?
Yes/No
If no, give reasons
20 a) Does the exercises and assignments cover all important learning points?
Yes/No
If no, Please give suggestions
b) Does it cover all instructional objectives?
Yes/No
If no, Please give reasons
c) Does it employ necessary variety of forms ?
Yes/No
d) Does assignments etc ask for specific task ?
Yes/No
e) Does assignments etc include appropriate level of difficulty?
Yes/No
f) Does assignments exercises etc properly get graded arrangement and place in the text books?
Yes/No
g) Does the exercise and assignments contain questions to evaluate different competencies?
Yes/No
If no, Please give reasons
21 Are new terms suitably explained in the glossary ?
Yes/No
If no, Please give reasons
22 Does text books include instructors preface?
Yes/No
If no, Please give reasons
23 What type of guidance is provided in the instructor's preface? Please tick mark

a) Rationale behind organization of content
b) Scope for organizing learning activities
c) Any other
24 Is the text book accompanied by a suitable instructor's manual?
Yes/No
If no, Please give suggestions
25 Does the size and bulk of the books is both attractive and usable from the view point of following
a) Text area
b) Utility
c) Attractiveness
d) Handling and carrying convenience
26 Is the layout of the book attractive for margin and page design ?
Yes/No
If no, Please give reasons
27 Are you satisfied with the typographical design for e g
a) Type size face
b) Line size
c) Captions
d) Heading of Chapters
e) Line distance
28 Is the print legible, regular and crisp?
Yes/No
If no, Please give reasons
29 Is the alignment perfect?
Yes/No
If no, Please give reasons.
30 Does quality of paper is suitable?
Yes/No
If no, Please give reasons
31 Is the cover page suitably printed and attractive?
Yes/No
If no, Please give suggestions
32. Is the binding durable enough to last for the time expected ?
Yes/No
If no, Please give suggestions.
33 How do you rationally evaluate the instruction material ? Please give details.
a) Coverage of competency :
b) Coverage of content:
c) Coverage of learning aids:
d) Coverage of prelims and back page:
e) Coverage of instructional guidelines:
f) Language:
g) Physical aspects

Chapter 10 - Major Findings and Their Implications

The analysis and interpretation of data received from the functionaries implementing the Non-Formal Education Programme at the State, District, Block and NGO levels have been discussed in detail in Chapter 3,4,5,6, and 7 respectively. The data on rational analysis of the curriculum and instructional materials were analysed from the States. The results are discussed in chapter 8 The quantitative data on achievement of pupils in mathematics language and environmental studies were analysed and both parametric and non-parametric statistical tests were applied on the test scores to derive results These have been discussed in detail in Chapter 9

The analysis and interpretation of data received from the States involved in the study brought into sharp focus issues and concerns expressed by functionaries at various levels for effective implementation of Non-Formal Education Programme in states of Bihar, Haryana and Rajasthan. The major conclusions and findings have been given in bold letters in the respective chapters, however a need was felt to highlight the major findings which have implications for future planning and modification of the implementation strategies and the steps to be adopted for the programme of Non-Formal Education in future In the following pages these highlights and the implications have been discussed

State Level Agencies

- The analysis of the data from the State Resource Centre (SRC) Bihar and State Institute of Educational Research and Training (SIERT) Rajasthan, showed that in both the States there was a very well organized Non-Formal Education Unit which was manned by qualified professionally trained personnel

- NFE faculty of SRC Bihar and SIERT Rajasthan received training/orientation on different aspects of implementation on Non-Formal Education Programme from NCERT from time to time. In case of Bihar the State level resource persons, supervisors, project officers and DRUs, were trained by the core group at the State Resource Centre, Patna however, Bihar continued to receive Central level assistance from NCERT in terms of training input for its State level resource persons. In Rajasthan the State Level Resource Persons, Supervisors, Project Officers, and other functionaries were trained by the SIERT Rajasthan with the help of NGOs and the DIETs faculty The State had also developed supportive training packages/manuals for all functionaries focusing on their respective rules and responsibilities

  Though the Study reported that there are well organized training of State Level Resource persons yet the need was felt to have capacity building activities from NCERT as an ongoing continuous activity This was necessary because often the NFE functionaries trained by the NCERT were given assignments which were not related to NFE programmes in State The programme was handled by ill-equipped and under trained personnel These functionaries required extensive training for effective implementation of the programme Frequent transfer of the faculty from SRC/SIERT was also stated as reason for frequent capacity building programme as

- The development of curriculum and teaching learning materials especially for NFE received attention when these were specially developed in the context of Non-Formal Education In Bihar the procedure of development of teaching learning materials for NFE learners is very methodical and selected NGOs have been playing important role in development of teaching learning materials, which has been referred in Page 21, Chapter 3 In case of Rajasthan initial programme for developing teaching learning materials specially for NFE learners adopted a well organized methodical procedures but the recent decision of the Government Rajasthan to Introduce Text Books meant for Formal Schools in the NFE Centres has totally changed the scenario

- The study has revealed that NFE functionaries at all levels of implementation that is NFE faculty of SIERT Supervisors, Secretaries of NGOs and NFE instructors have all opposed the introduction of text books meant for formal schools in the NFE Centers They claim that these textual materials are neither contextual nor relevant for the NFE learners They further stressed that the curricular materials and transactions strategies for the NFE learners should be different from those of formal schools **This is especially true because the teaching, learning materials for NFE learners must be properly paced and graded with elements of self-learning materials included to make learning more effective.**

- The training package used for training NFE functionaries by these States are by and large based on the training package developed by the Department of Education in and Non-Formal DENFAS Alternative Schooling, NCERT

The study also revealed that both in Bihar and Rajasthan the State Level Agencies lacked expertise in organizing activities relating to evaluation of pupils learning and also for developing systematic monitoring supervision and evaluation procedures. Though, reporting of progress of implementation done using Monthly Progress Report (MPR), Quarterly Progress Report (QPR) and Annual Progress Report (APR) there was no mechanism of obtaining feed back data and using it for mid-term collection for improving project implementation. This fact has been brought out by analyzing the specific question meant for this purpose. It was also pointed out by these States that they lacked sufficient central input especially training/orientation programmes organized by DENFAS, NCERT in respect of specific programmes relating to procedures techniques and tools for evaluating pupils learning and well organised systematic monitoring supervision and evaluation procedures. It is therefore suggested that special training/orientation programme should be organized in these areas by the NCERT.

- In both the States there was very well organized network of institutions with the State Level Agencies The study revealed that these institutes/agencies were at District Level for example AD/NFEs, faculty of DRUs located at DIETs, and DRUs located at NGOs and other agencies responsible for implementation at Block Level

District Level Agencies

- Assistant Director of Non-formal Education AD/NFE is the district level officer for implementing NFE Programme AD/NFE of selected districts of Rjasthan and Bihar were well qualified They had a definite knowledge and awareness about the Policy and philosophy of NFE Programme, the teaching learning materials provided to NFE Centre by their State agencies, and working guidelines for running of NFE Centres However, AD/NFE, Bihar was not aware of the Planning process involved at the state level for implementation of NFE Scheme. He also pointed out that all NFE Centres under his jurisdiction were not provided with the Teaching Learning Materials mainly due to lack of finance as well as inadequate communication among different agencies involved in the implementations process
- The curriculum and instructional materials of NFE learners were found to be quite adequate by the respondent However, knowledge of AD/NFEs was very poor about the scheme of evaluation of pupil's learning Though they knew that NFE Scheme has stressed on adoption of Continuous and Comprehensive Evaluation of Pupils Learning yet they did not understand the detailed procedures, tools, and techniques involved in this process They were quite satisfied with evaluation of pupils at the end of semester
- **There is an urgent need to organize orientation/training for all levels of NFE functionaries on the Scheme of Continuous and Comprehensive Evaluation. The evaluation of pupil's learning is extremely important particularly, competency-based evaluation of pupils aimed at mastery learning of specific competency. Pupil's Evaluation has to be an integral part of the teaching learning process.**

- The analysis of data received from AD/NFE also revealed that the AD/NFEs lacked understanding about the process of monitoring supervision and programme evaluation The AD/NFEs did resort to reporting The monitoring was done through Monthly Progress Report (MPR), Quarterly Progress Report (QPR) and Annual Progress Report (APR). However, these were only routine reporting and no follow-up actions were taken on the feed-back data for making mid-term corrections in planning and implementation process The chain for monitoring, supervision and programme evaluation was not effective.

- Lack of funds for preparing Teaching Learning Materials and lack of fund for Training, etc were given as priority areas for intervention for smooth implementation of the programme institutional support each NGO is working on its own way in an autonomous manner There is no coordination at the State Level.

- **The teaching, learning materials used in the NFE Centres are usually the materials used in the formal Schools without any modification. Most NGOs have reported that these instructional materials are totally unsuitable for the NFE learners. This fact has been over emphasized in the responses received from NFE instructors as well.**

- **The in-service training/induction training of NFE instructors of these NGOs was provided by the NGO itself in case of Haryana. These training programmes were not organized by the any State level agency. There is an urgent need for streamlining the training programme by involving State level agencies.**

- The supervision of the NFE Centres in Rajasthan was mainly done by the supervisors appointed by the State level agencies But in case of Haryana there were no such system of monitoring and supervision The NGOs appointed their own supervisors for providing academic guidance and also for monitoring progress. No pattern of any sort emerged from the data received from the NGOs in Haryana

- The NGO's from both states gave a large number of suggestion for enhancing the smooth and effective implementation of Non-formal Education Programme. These have been discussed in detail in Chapter – 6 and 7. Some of the suggestions have implications for future planning of the programme. These are

    - Enhancing the salary/honoranum of the instructor to Rs 1000/- p m and corresponding increase in honorarium/salary of other functionaries
    - Teaching learning materials should be made available to the NFE Centre in the beginning of the session

- Increase in contingency grant
- Provisions of uniform and mid-day meal for the NFE learners
- Provisions of medical facility of children and their parents
- Provision of scholarship to exceptional child
- NFE Centre should be housed in a suitable place At present there is no permanent place for a NFE Centre
- Provision of playground and space for out-door activity The teachers of formal Primary School in the locality could be given the task of supervision to make it more effective
- Awareness building campaign for community participation
- Concrete role of Village Education Committee (VEC) in implementation of NFE Programme
- Provision of Training to different levels of NFE functionaries of NGOs by the state level agencies on a regular basis SRCs/SCERTs/SIERTs)
- Provision of infrastructural facilities
- Timely release of funds from MHRD Proper monitoring and evaluation of the programme run by the NGO should be done to avoid adhocism
- Involvement of NGOs in planning of NFE programme at the State Level

APPENDICES

Appendix –I	**Questionnaire for Obtaining Qualitative Data from SRC/SCERT**
Appendix –II	**Questionnaire for Obtaining Qualitative Data from District level Officers (AD/NFEs)**
Appendix – III	**Questionnaire for Qualitative Data from NGOs**
Appendix – IV	**Questionnaire for Instructors**
Appendix – V	**Performa for Rational Analysis of Curriculum**
Appendix –VI	**Performa for Rational Evaluation Instructional Materials**
Appendix - VII	**People Achievement Test for Class – V – Language**
Appendix - VIII	**People Achievement Test for Class – V – Mathematics**
Appendix – IX	**People Achievement Test for Class – V – Environmental Studies**

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PUPIL ACHIEVEMENT TEST FOR CLASS V

Roll No as given in the register :

ACHIEVEMENT TEST
LANGUAGE

EFFECTIVENESS OF NON-FORMAL EDUCATION IN BIHAR, HARYANA, RAJASTHAN AND UTTAR PRADESH

Time : 1 hour and 30 minutes CLASS V Max. Marks : 40

Name of the State :

Student's Name

Father's Name :

Name of the NFE Centre

SCORE CARD
(for office use only)

S No.	*Objectives*	*Behavioural Objectives*	*Item No.*	*Max. Marks*	*Marks Obtained*
1.	K	Recall	4, 5, 9, 10, 15	7	
2	K	Recognise	20	3	
3.	K	Suggest	12	2	
4	K	Discriminate	13	2	
5	U	Identify	7, 11, 17, 19	8	
6	U	Recognise	2, 3, 8, 14, 22	8	
7	U	Analyse	6, 18, 21	7	
8	U	Interpret	16	2	
9	A	Analyse	1	1	
		Grand Total	**22**	**40**	

Signature of the Evaluator

Name and address of the Evaluator

PUPIL ACHIEVEMENT TEST FOR CLASS V

Roll No as given in the register

ACHIEVEMENT TEST
LANGUAGE

EFFECTIVENESS OF NON-FORMAL EDUCATION IN BIHAR, HARYANA, RAJASTHAN AND UTTAR PRADESH

Time 1 hour and 30 minutes CLASS V Max. Marks : 40

Name of the State

Student's Name

Father's Name

Name of the NFE Centre

SCORE CARD

(for teacher's use only)

S.No	*Form of Q*	*Objectives*	*Behavioural Objectives*	*Item No*	*Max. Marks*	
1	V S A.	A	Analyse	1	1	
2	O	U	Recognise	2	1	
3.	V.S A	U	Recognise	3	1	
4	O	K	Recall	4	1	
5	O-M/C	K	Recall	5	1	
6	V.S A.	U	Analyse	6	1	
7	O	U	Identify	7	1	
8	O	U	Recognise	8	1	
9	O	K	Recall	9	1	
10	O	K	Recall	10	2	
11	O	U	Identify	11	2	
12	V.S A.	K	Suggest	12	2	

13	O	K	Discriminate	13	2	
14.	O	U	Recognise	14	2	
15	O	K	Recall	15	2	
16	V.S.A	U	Interpret	16	2	
17	O	U	Identify	17	2	
18.	V.S.A.	U	Analyse	18	3	
19.	O	U	Identify	19	3	
20	O-M/C	K	Recognise	20	3	
21	V.S.A.	U	Analyse	21	3	
22	O	U	Recognise	22	3	
			Grand Total	**22**	**40**	

Signature of the Evaluator

Name and address of the Evaluator

3c

Marks

1. नीचे दिये गये दोहे की पंक्तियों को खाली स्थान में भरो - 1

बड़ा हुआ तो क्या हुआ, जैसे पेड़ खजूर।
पंथी को छाया नहीं, फल लागे अति दूर॥

रहिमन वे नर मर चुके, जे कहुं मांगन जाहि ।
उनसे पहले वे मुये, जिन मुख निकसत नाहिं॥

2. नीचे दिये गये शब्दों के अंत में 'ता' लगाकर नया शब्द बनाओ - जैसे प्रसन्न + ता = प्रसन्नता। 1

क) सुंदर - ....

ख) आवश्यक - ....

3. दिये गये वाक्यों को सही रूप मे लिखो : 1

क) सूरज दौड़कर गुड़ियाँ के पास आई।

ख) वर्षा की बूँद आकाश से गिरता है।

4. नीचे लिखे शब्दों की जोडियाँ बनाओ। जैसे : 1

हाथी - हथिनी

बकरी - . . ..

बैल . .. .

नीचे कुछ शब्द दिये गये है। हर शब्द क सामने तीन अर्थ लिखे है। इनमें से एक ही अर्थ सही है। सही अर्थ पर निशान लगाओ।

क) रोशनी - उजाला, परछाई, चमक।

ख) धीरज - बहादुरी, धैर्य, ताकतवर।

नीचे दी गई कविता को ध्यानपूर्वक पढ़कर कविता के आधार पर पूछे गये प्रश्नों के उत्तर लिखो –

सूरज सा दमकूं मैं,
चंदा सा चमकूं मैं,
झिलमिल-झिलमिल उज्जवल
तारो सा दमकू मैं,
मेरी अभिलाषा है।

क) कवि सूर्य का क्या गुण लेना चाहता हैं?

ख) कवि चन्द्रमा का क्या गुण लेना चाहता है?

मिलते-जुलते शब्द बनाओ। उदाहरणस्वरूप : ऊँचा - ऊँचाई।

क) भला - ....

ख) बुरा - ....

नीचे दिये गये शब्द दो शब्दों से मिलकर बने हैं। इन्हे अलग-अलग लिखो।

क) राजकुमार - ....

ख) राजमहल - ....

शब्दों को उनके दिये गये सही अर्थों से मिलाओ।

क) लोहे का औजार बनानेवाला - बढई

ख) लकडी के सामान बनानेवाला - पुजारी

लोहार

10. नीचे दिये गये शब्दों के विलोम लिखो। 2

क) रोना - . ...

ख) झूठ - ... ...

11. नीचे दिये गये दो अलग-अलग शब्दों को जोड़कर एक शब्द बनाओ। 2

क) मद + गति -

ख) गति + शील -

12. निम्नलिखित शब्द-समूहों के आधार पर एक-एक वाक्य बनाओ। 2

क) पुराने-जमाने -

ख) एक राजा -

13 दिये गये शब्दों को उनके अर्थ के साथ मिलाओ। 2

शब्द	-	**अर्थ**
पथप्रदर्शक	-	छीनना
पर्वतारोही	-	कठिनाई से प्राप्त होने वाला
दुर्गम	-	पहाड पर चढ़ने वाला
वंचित करना	-	रास्ता दिखाने वाला

14 नीचे दिये गये वाक्यों को पढो। इनके बीच में कुछ शब्द छूट गये हैं। 2
छूटे हुए शब्द लिखकर वाक्यों को पूरा करो।

कपास का फूल सबसे अच्छा होता . ...। इसी फूल से कपडा बनता है। .... से लोग अपना शरीर ढकते हैं .... सर्दी-गर्मी से बचते हैं। सबसे .... दूध माँ का दूध होता है।

15. नीचे कुछ शब्द दिये गये हैं। उन शब्दों को उपयुक्त स्थान पर प्रयोग करते हुए नीचे दिये गये रिक्त स्थान भरो :- 2
गुरू ग्रंथसाहिब, वेद व गीता, कुरान, बाईबिल

क) हिन्दुओं के मुख्य धर्मग्रंथ .... हैं।

ख) ईसाइयों का मुख्य धर्मग्रंथ .... है।

ग) सिखो का मुख्य धर्मग्रथ . . . . है।

घ) मुसलमानो का मुख्य धर्मग्रथ . ... है।

16. नीचे दी गई कविता को पढ़कर दिये गए प्रश्नों के उत्तर दो। 2 3p

जब बोलो तब हँसकर बोलो।
बातों में मिसरी सी घोलो॥
जब बोलो तब सच-सच बोलो।
कभी न बातें रच-रच बोलो॥

जब बोलो तब झुककर बोलो।
सोच-समझकर रूककर बोलो॥
अपने मन की बातें खोलो।
जब बोलो तब हँस कर बोलो॥

प्रश्न :

क) इस कविता में कवि ने किस-किस तरह से बोलने को कहा है?

ख) कभी भी बाते रच-रचकर नहीं बोलने से कवि का क्या अभिप्राय है?

17. नीचे दिये गये शब्दो से दिये गये उदाहरण के अनुसार नये शब्द बनाओ। जैसे : 2

क) पवित्र - पवित्रता

ख) नैतिक - .. ..

ग) वीर - .. ..

घ) सत्य - .. ..

ङ) मित्र - ... .

18. नीचे दिये गद्यांश को ध्यानपूर्वक पढ़ो और इसके आधार पर दिये गये प्रश्नों के उत्तर लिखो - 3

अच्छे स्वास्थ्य के लिए शरीर साफ रखना ही पर्याप्त नहीं है। साफ कपड़े पहनना भी आवश्यक है। गन्दे कपड़े पहनने से त्वचा की बीमारियाँ हो जाती हैं। स्वास्थ्य पर घर की सफाई का भी बड़ा प्रभाव पड़ता है। घर को हमेशा साफ रखना चाहिए। नालियाँ साफ रखनी चाहिये और उनमें फिनायल डालनी चाहिये। इससे मक्खी, मच्छरों से बचाव होता है।

अपने घर के बाहर व आसपास की सफाई पर भी हमें विशेष ध्यान देना चाहिये। हमें इस बात का ध्यान रखना चाहिये कि मुहल्ले की नालियाँ भी साफ रहें। गंदे व ठहरे हुए पानी में मच्छर पैदा होते हैं। इससे मलेरिया फैलता है। गन्दगी से बीमारियाँ उत्पन्न होती हैं जो हमारे स्वास्थ्य के लिए हानिकारक हैं।

प्रश्न :

क) साफ कपड़े पहनना क्यों आवश्यक है?

ख) मक्खी, मच्छरों से बचाव कैसे होता है?

ग) मच्छर कैसे पैंदा होते हैं और इनसे कौन सी बीमारियाँ फैलती है?

19. नीचे कुछ शब्द दिये गये हैं। उन्हे नीचे दिये गये खाली वाक्यो में भरों। 3
घाट, नदी, खेत।

क) रमियां .... पर बैठी थी।

ख) मुझे .. .. पार जाना है।

ग) बापू जब . ... पर होते है।

20. नीचे कुछ शब्द-समूह दिये गये है। हर शब्द-समूह के नीचे तीन अर्थ लिखे हैं। इनमे एक ही अर्थ सही है। सही अर्थ पर (✓) सही का निशान लगाओ। 1

क) बातों में मिसरी घोलो
- बातों में मिसरी घोलना
- मिसरी के समान घुल जाना
- मीठी बाते बोलना

ख) झुककर बोलना
- नम्रतापूर्वक बोलना
- गर्दन झुकाकर बोलना
- धीरे से कान में बोलना

ग) कभी न बातें रच-रच बोलना
- कभी भी रूक-रुककर न बोलना
- अच्छी बाते कभी न बोलना
- कभी भी बात बनाकर न बोलना

21 नीचे एक कहानी दी गई है। इसे पढ़कर प्रश्नों के जवाब दो। निम्नलिखित प्रश्न इस कहानी पर आधारित है। 3

एक किसान था। उसने एक गौरैया पाल रखी थी। किसान गौरैया को बहुत प्यार करता था। किसान का एक भाई था। उसे गौरैया अच्छी नही लगती थी। वह सोचता - भैया ने इसे बेकार ही पाल रखा है। कभी मौका मिले तो इसे भगा दूँ। एक दिन किसान घर पर नहीं था। गौरैया आकर किसान के भाई की गोद में बैठ गयी। उसे बहुत गुस्सा आया। उसने मार-मारकर गौरैया को घर से भगा दिया।

कुछ दिन बाद किसान जंगल की ओर जा रहा था। उसे रास्ते में वही गौरैया मिली। गौरैया से मिलकर किसान बहुत खुश हुआ। गौरैया उसे अपने घर ले गयी। उसके घर के पास झाड़ी में दो टोकरे थे। एक टोकरा छोटा था और दूसरा बड़ा। गौरैया ने किसान से कहा – आप एक टोकरा घर ले जाइए। किसान छोटा टोकरा लेकर घर आया। टोकरे में हीरे-जवाहरात भरे थे।

प्रश्न :

क) किसान ने क्या पाल रखा था?

ख) किसान का भाई गौरैया को क्यों भगाना चाहता था?

ग) किसान के भाई को गौरैया पर गुस्सा क्यों आया?

घ) किसान की कुछ दिन बाद गौरैया से कहाँ मुलाकात हुई?

ङ) गौरैया ने किसान को अपने घर ले जाकर क्या दिया?

3

च। गौरैया ने जो टोकरा किसान को दिया उसमें क्या था?

22. नीचे दिय गये गद्यांश में उपयुक्त स्थान पर विराम चिन्हों का प्रयोग करो –

कुछ देर बाद आधे हाथी चरने चले गये बाकी हाथी जख्मी बच्चे की निगरानी करने में वहीं डटे रहे उसकी माँ सूँड में घास का मुला उठा कर चंवर डुलाती रही जिससे घाव पर मक्खियाँ न बैठे उसकी आँखों में से आँसुओं की धारा बहती रही जंगल में जानवरों के छोटे-मोटे घाव प्रकृति खुद ठीक कर देती है

PUPIL ACHIEVEMENT TEST FOR CLASS V

Roll No. as given in the register :

ACHIEVEMENT TEST
EVS

EFFECTIVENESS OF NON-FORMAL EDUCATION IN BIHAR, HARYANA, RAJASTHAN AND UTTAR PRADESH

Time : 1 hour and 30 minutes CLASS V Max. Marks : 40

Name of the State :

Student's Name

Father's Name .

Name of the NFE Centre :

SCORE CARD
(for office use only)

S.No.	*Objectives*	*Behavioural Objectives*	*Item No.*	*Max. Marks*	*Marks Obtained*
1.	K	Recall	2, 7, 10, 11, 15, 19	14	
2.	K	Recognise	3, 4, 12, 16, 17, 18, 20,22	17	
3.	U	Identify	6	1	
4	U	Discriminate	1, 9	2	
5.	U	Analyse	13	2	
6.	U	Observe	14	2	
7	A	Infer	8, 5	2	
		Grand Total	**22**	**40**	

Signature of the Evaluator

Name and address of the Evaluator

36

PUPIL ACHIEVEMENT TEST FOR CLASS V

Roll No. as given in the register .

ACHIEVEMENT TEST
EVS

EFFECTIVENESS OF NON-FORMAL EDUCATION IN BIHAR, HARYANA, RAJASTHAN AND UTTAR PRADESH

Time . 1 hour and 30 minutes CLASS V Max Marks : 40

Name of the State :

Student's Name

Father's Name :

Name of the NFE Centre :

SCORE CARD
(for teacher's use only)

S.No.	*Form of Q*	*Objectives*	*Behavioural Objectives*	*Item No.*	*Max. Marks*	*Marks Obtained*
1.	O-M/C	U	Discriminate	1	1	
2.	O-M/C	K	Recall	2	1	
3	O-M/C	K	Recognise	3	1	
4.	O-M/C	K	Recognise	4	1	
5	V.S.A.	U	Identify	5	1	
6.	O-M/C	A	Infer	6	1	
7	O-M/C	K	Recall	7	1	
8.	O-M/C	A	Infer	8	1	
9.	O	U	Discriminate	9	1	
10.	O-M/C	K	Recall	10	2	
11	O-M/C	K	Recall	11	2	
12.	O-M/C	K	Recognise	12	2	

13	O-M/C	U	Analyse	13	2	
14	O	U	Observe	14	2	
15	V S A	K	Recall	15	2	
16.	O-M/C	K	Recognise	16	2	
17.	O-Matching	K	Recognise	17	2	
18.	O-Matching	K	Recognise	18	3	
19.	O-M/C	K	Recall	19	3	
20	O-M/C	K	Recognise	20	3	
21	O-M/C	K	Recall	21	3	
22	O-M/C	K	Recognise	22	3	
			Grand Total	**22**	**40**	

Signature of the Evaluator

Name and address of the Evaluator

Marks

1. गुरूजी के आने पर आप क्या करते हैं? 1

   क) बैठे रहते हैं।

   ख) उठकर प्रणाम करते है।

   ग) बैठकर प्रणाम करते हैं।

   घ) खड़े होकर प्रणाम करते हैं।

2. भारतवर्ष किस महाद्वीप में स्थित है? 1

   क) अफ्रीका

   ख) एशिया

   ग) यूरोप

   घ) उपयुक्त में से कोई नहीं

3. देश की सीमाओं पर देश की सुरक्षा के लिये किसे नियुक्त किया जाता है? 1

   क) सैन्य दल

   ख) अर्द्ध सैन्य दल

   ग) पुलिस

   घ) 'क' और 'ख' दोनों

4. जीवन रक्षक घोल का प्रयोग करते हैं। 1

   क) मलेरिया होने पर

   ख) दाँतों में दर्द होने पर

   ग) पेचिस होने पर

   घ) पोलियो होने पर

5. नीचे कुछ चीजों के नाम लिखे है। इनमें से बनने वाली दो-दो चीजो के नाम लिखो। 1

   क) गेहूँ ....

   ख) गन्ना ....

6. प्रतिदिन दाँतों की सफाई क्यों आवश्यक है? 1

   क) दाँतों में कीड़े न पड़े

   ख) मुँह से बदबू न आये

   ग) उपयुक्त कोई नहीं

   घ) 'क' और 'ख' दोनो

7. शरीर को उर्जा कहाँ से प्राप्त होती है? 1

क) मशीन से
ख) भोजन से
ग) पढने से
घ) बाष्प से

8. यदि आस-पड़ोस में हैजा हो जाये, तो आप किसके पास जायेगें?

क) नीम हकीम के पास
ख) सामाजिक कार्यकर्ता के पास
ग) स्वास्थ्य कार्यकर्ता के पास
घ) पुजारी, मुल्ला या ग्रन्थी के पास

9. नीचे दो कथन दिये गये हैं। इनमें से एक ही सही हैं। सही कथन पर सही का निशान लगाओ। 1

क) छींक आने पर मुँह व नाक को ढ़क लेना चाहिये।
ख) छींक आने पर मुँह व नाक को बिना ढ़के छींक देना चाहिये।

10. हमारे देश में कौन सी शासन प्रणाली है? 2

क) राजतंत्र
ख) प्रजातंत्र
ग) कुलीनतंत्र
घ) निरंकुश शासन प्रणाली

11. 'आजाद हिन्द फौज' की स्थापना कहाँ हुई? 2

क) भारत
ख) सिंगापुर
ग) जर्मनी
घ) जापान

12. भूमि का कटाव होता है : 2

क) ध्वनि प्रदुषण से
ख) मोटरगाड़ियों के धुँये से
ग) पेड़-पौधों के काटने से
घ) रासायनिक खाद के प्रयोग से

13. निम्नलिखित में से कौन सा कथन सही है? उस पर(✓) का चिन्ह लगाओ 2

क) विज्ञान वरदान और अभिशाप दोनों हैं।
ख) विज्ञान सिर्फ वरदान है।
ग) विज्ञान सिर्फ अभिशाप है।
घ) उपयुक्त में से कोई नहीं ।

14. नीचे दिये गये शब्दों का प्रयोग करते हुए रिक्त स्थानों को भरें। 2
दुर्घटना, बाई, दाई और बाई, रूकना

क) रेल का फाटक बंद होने पर .... चाहिए।

ख) सड़क पर पैदल चलने वालों को .... तरफ चलना चाहिए।

ग) सड़क पार करने से पहले .... तरफ देखना चाहिए।

घ) यातायात के नियमों का पालन न करने से .... होती है।

15. दो प्रमुख महिला स्वतंत्रता सेनानियों के नाम लिखो। 2

16. शरीर का सामान्य तापमान कितना है? 2

क) 98.5 फा.
ख) 98.5 से.
ग) 98 से.
घ) 98 फा.

17. कॉलम 'क' में दिये गये राज्यों के नाम को कॉलम 'ख' में उनकी राजधानियो के नाम के साथ मिलाओ। 3

कॉलम 'क'	कॉलम 'ख'
हरियाणा	लखनऊ
उत्तर प्रदेश	पटना
बिहार	जयपुर
राजस्थान	चंडीगढ़

19 कॉलम 'क' मे दिये गये स्वतत्रता सेनानियों के नाम को उनके द्वारा दिये गये नारों से मिलाओ। 3

	कॉलम 'क'	**कॉलम 'ख'**
क)	सुभाष चन्द्र बोस	करो या मरो
ख)	लाल बहादुर शास्त्री	तुम मुझे खून दो मैं तुम्हें आजादी दूँगा।
ग)	बालगगाधर तिलक	जय जवान जय किसान
		स्वतत्रता मेरा जन्मसिद्ध अधिकार है।

19. हमारे देश में द्विसदनीय शासन प्रणाली है। यह दोनों सदन निम्नलिखित है : 3

क) राज्य सभा और विधान सभा
ख) राज्य सभा और विधान परिषद
ग) राज्य सभा और लोक सभा
घ) लोक सभा और विधान सभा

20 देश में उच्चतम न्यायालय के मुख्य न्यायाधीश की नियुक्ति कौन करता है? 3

क) राष्ट्रपति
ख) प्रधानमंत्री
ग) चुनाव आयोग
घ) कानून और न्यायमंत्री

21 बनावट के अनुसार भारत के कितने मुख्य भाग हो सकते हैं? 3

क) सात
ख) पाँच
ग) चार
घ) दो

22. भारत में खनिज तेल के कुँए किन-किन राज्यों में स्थित है? 3

क) असम और गुजरात
ख) पश्चिम बंगाल और असम
ग) बिहार और असम
घ) उड़ीसा और असम

PUPIL ACHIEVEMENT TEST FOR CLASS V

Roll No. as given in the register :

ACHIEVEMENT TEST
MATHEMATICS

EFFECTIVENESS OF NON-FORMAL EDUCATION IN BIHAR, HARYANA, RAJASTHAN AND UTTAR PRADESH

Time : 1 hour and 30 minutes CLASS V Max Marks : 40

Name of the State

Student's Name

Father's Name

Name of the NFE Centre

SCORE CARD
(for office use only)

S No	*Objectives*	*Behavioural Objectives*	*Item No*	*Max Marks*	*Marks Obtained*
1	K	Recall	2, 6, 10, 11, 13,	8	
2	K	Recognise	8, 18	4	
3	K	Identify	12	2	
4	U	Recall	4	1	
5	U	Recognise	1, 7, 21, 22	8	
6	U	Discriminate	3, 5, 9, 14	5	
7.	U	Classify	15	2	
8.	A	Reason	19	3	
9	S	Draw	16, 17	4	
10	S	Recall	20	3	
		Grand Total	**22**	**40**	

Signature of the Evaluator

Name and address of the Evaluator

PUPIL ACHIEVEMENT TEST FOR CLASS V

Roll No. as given in the register :

ACHIEVEMENT TEST
MATHEMATICS

EFFECTIVENESS OF NON-FORMAL EDUCATION IN BIHAR, HARYANA, RAJASTHAN AND UTTAR PRADESH

Time : 1 hour and 30 minutes CLASS V Max. Marks : 40

Name of the State :

Student's Name :

Father's Name :

Name of the NFE Centre :

SCORE CARD
(for teacher's use only)

S No	*Form of Q*	*Objectives*	*Behavioural Objectives*	*Item No.*	*Max Marks*	*Marks Obtained*
1	V.S.A	U	Recognise	1	1	
2.	V.S A	K	Recall	2	1	
3	V.S.A	U	Discriminate	3	1	
4	V.S A	U	Recall	4	1	
5	V.S A	U	Discriminate	5	1	
6	V.S A	K	Recall	6	1	
7	V.S A	U	Recognise	7	1	
8	O-M/C	K	Recognise	8	1	
9	O	U	Discriminate	9	1	
10	O	K	Recall	10	2	
11	O	K	Recall	11	2	
12	O-M/C	K	Identify	12	2	

13	SA	K	Recall	13	2	
14	SA	U	Discriminate	14	2	
15.	SA	U	Classify	15	2	
16	O	S	Draw	16	2	
17.	O	S	Draw	17	2	
18	SA	K	Recognise	18	3	
19	O	A	Reason	19	3	
20.	O	S	Recall	20	3	
21	O	U	Recognise	21	3	
22	O	U	Recognise	22	3	
			Grand Total	**22**	**40**	

Signature of the Evaluator

Name and address of the Evaluator

Marks

1 नीचे दिये गये संख्या को शब्दो में लिखो - 1

50,629 -

3,08,139 -

2 निम्न प्रश्नों को हल करो - 1

71325 + 54286 =

281349 + 8957 + 67034 =

3. 3/4, 5/8, 7/9 को बढते क्रम मे लिखो 1

4 31528 के बाद आने वाला संख्यांक बताओ। 1

5. 56781, 57762, 57726 को घटते क्रम मे लिखो। 1

6 निम्न पश्नों को हल करो - 1

क) 508.3, 1700.6 और 4069.2 को जोड़ो।

ख) 436.23, 8003.9 और 7640 को जोडो।

7. दी गई सख्याओ का स्थानीय मान बताओ, इनमे क्या अंतर है - 1

क) 54,021 में 4 तथा 2 का

ख) 3980 में 9 तथा 0 का

8. निम्न सख्याक का संक्षिप्त रूप क्या है? सही पर (✓) का चिन्ह लगाओ। 1

क) 1,00 000 + 10,000 + 2,000 + 300 + 9

- 132306
- 130239
- 13239
- 123306

ख) 30,000 + 8,000 + 400 + 30 + 2

- 38432
- 384032
- 308432
- 38432

) निम्न संख्याओ के बीच उपयुक्त (<, >, =) लगाकर तुलना करो। 1

क) 57632 .. 57432

ख) 68732 .. 59789

10 45 किलोग्राम मे कितना जोड़ें की 1 क्विंटल हो जाये? 2

11 निम्न भिन्नों को लघुतम रूप मे लिखो 2

क) 6/8, 16/20, 35/21

ख) 40/60, 125/200, 410/615

12 45 और 75 का महत्तम समापवर्तक ज्ञात करो एवं सही उत्तर चुनो - 2

25

15

2

5

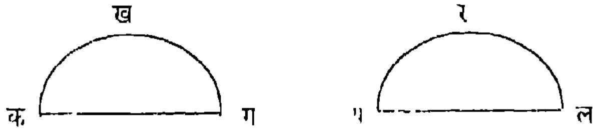
13. निम्न प्रश्न को हल करो 2

8323/41

14. 100 ग्राम के 1/4 और 1/10 में कितना अंतर है? 2

15. एक थैली में 10 रुपये है, उसमे 50 पैसे के 10 सिक्के और बाकी 1 रुपये के सिक्के है। 2
बताओ एक रुपये के कितने सिक्के हैं?

16 चित्र मे गत्ते के दो अर्धवृत्ताकार आकृतियॉं क ख ग तथा य र ल हैं। 2
आकृति य र ल को पलट कर आकृति क ख ग के रूप में लाओ।



17. निम्न पश्नो को हल करो 2

5 संमी त्रिज्या का वृत खीचिये।

18 चार व्यक्तियो की कुल मासिक आय 11275 रुपये है। पहले तीन की आय क्रमश: 2800 रुपये, 3
2950 रुपये और 2375 रुपये है। चौथे व्यक्ति की आय बताओ।

19 मोहन ने 200 रुपये से बैंक मे एक खाता खोला। एक वर्ष बाद उसकी पास बुक मे 3
212 रुपये की राशि दर्शाई गई। बताओ बैंक की व्याज दर क्या थी ?

20. मै. गोपीनाथ एंड सन्स ने निम्नलिखित विवरण के अनुसार सामान बेचा। बिल तैयार करो। 3

4 बनियान 18 रुपये की दर से,
6 टिक्की नहाने का साबुन 6.75 रुपये की दर से,
1 डिब्बा पाउडर 15 रुपये की दर से,
1 शीशी क्रीम 20.50 रुपये की दर से।
बताओ बिल कुल कितने रुपये का हुआ?

21. 25 व्यक्ति एक तालाब को 30 दिन में खोदते है। यदि तालाब को 10 दिन मे खुदवाना हो तो कितने व्यक्ति लगाने होंगे? 3

22. किसी स्कूल के लगाने का समय 7.45 पूर्वाह्न है। स्कूल 5 घंटे के लिए लगता है। बताओ 5 घंटे के बाद क्या समय होगा? 3

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